



370.6 N277y 1911

**Kansas City  
Public Library**



This Volume is for  
**REFERENCE USE ONLY**







# THE TENTH YEARBOOK

OF THE

NATIONAL SOCIETY FOR THE STUDY  
OF EDUCATION

PART I.

THE CITY SCHOOL AS A COMMUNITY  
CENTER

BY

H. C. LEIPZIGER, MRS. S. E. HYRE, R. D. WARDEN, C. W. CRAMPTON  
E. W. STITT, E. J. WARD, MRS. E. C. GRICE  
C. A. PERRY

EDITED BY THE SECRETARY

---

THIS YEARBOOK WILL BE DISCUSSED AT THE IMMOBILE MEETING  
OF THE NATIONAL SOCIETY, WEDNESDAY,  
FEBRUARY 22, 1911, 7:30 P.M.

---

THE UNIVERSITY OF CHICAGO PRESS  
CHICAGO, ILLINOIS

COPYRIGHT 1911 BY  
S. CHESTER PARKER  
SECRETARY OF THE SOCIETY

---

Published February 1911

Composed and Printed By  
The University of Chicago Press  
Chicago, Illinois, U.S.A.

## OFFICERS AND EXECUTIVE COMMITTEE

---

### *President*

CLARENCE F. CARROLL  
Superintendent of Schools, Rochester, N.Y.

### *Secretary-Treasurer*

S. CHESTER PARKER  
The University of Chicago, Chicago, Ill.

### *Executive Committee*

(The year indicates date of expiration of term)

REUBEN POST HALLECK (1911)  
Principal Male High School, Louisville, Ky.

W. S. SUTTON (1912)  
University of Texas, Austin, Texas

HENRY SUZZALLO (1913)  
Columbia University, New York City

CHARLES MCKENNY (1914)  
State Normal School, Milwaukee, Wis.

### *Board of Trustees*

J. STANLEY BROWN (1911)  
Superintendent, Township High School, Joliet, Ill.

CHARLES H. JUDD (1912)  
The University of Chicago, Chicago, Ill.

MANFRED J. HOLMES (1913)  
State Normal University, Normal, Ill.



# TABLE OF CONTENTS

	PAGE
PREFACE . . . . .	7
I. ADULT EDUCATION AND THE NEW YORK PLAN OF PUBLIC LECTURES . . . . .	9
DR. HENRY C. LEIPZIGER, Supervisor of Lectures, New York City.	
MR. CLARENCE A. PERRY, Russell Sage Foundation.	
II. PUBLIC LECTURES, THE CLEVELAND PLAN . . . . .	17
MRS. SARAH E. HYRE, Board of Education, Cleveland, Ohio.	
III. VACATION PLAYGROUNDS . . . . .	22
MR. RANDALL D. WARDEN, Director of Physical Training and Playgrounds of the Public Schools, Newark, N.J.	
IV. ORGANIZED ATHLETICS . . . . .	33
DR. C. WARD CRAMPTON, Director of Physical Training, New York City.	
V. EVENING RECREATION CENTERS . . . . .	39
DR. EDWARD W. STITT, District Superintendent, New York City.	
VI. THE ROCHESTER CIVIC AND SOCIAL CENTERS . . . . .	51
PROFESSOR E. J. WARD, University of Wisconsin, Madison, Wis.	
VII. HOME AND SCHOOL ASSOCIATIONS . . . . .	58
MRS. EDWIN C. GRICE, President Philadelphia League of Home and School Associations.	
VIII. THE COMMUNITY-USED SCHOOL . . . . .	64
MR. CLARENCE A. PERRY, Russell Sage Foundation, New York City.	
BIBLIOGRAPHY OF CITY AND RURAL SCHOOLS AS COMMUNITY CENTERS . . . . .	73
Prepared by BUREAU OF EDUCATION, Washington, D.C.	
LIST OF ACTIVE AND HONORARY MEMBERS OF THE NATIONAL SOCIETY FOR THE STUDY OF EDUCATION . . . . .	76



## PREFACE

This yearbook is planned to include accounts of actual experiments that have been tried in making the school a community center, so that other communities may learn of the possibilities and difficulties of putting into practice what has already been achieved in some of the most advanced communities. At the National Education Association meeting for 1902 (p. 373 of *Proceedings*) John Dewey discussed very ably the theoretical aspects of the problem as requested, but said:

I do not feel that the philosophical aspect of the matter is the urgent or important one. The pressing thing, the significant thing, is really to make the school a social center; that is, a matter of practice and not of theory. Just what to do in order to make the schoolhouse a center of full and adequate social service, to bring it completely into the current of social life—such are the matters I am sure which really deserve the attention of the public and occupy your own minds.

The contributors to this volume have described in a concrete way the extent and character of the work carried on under their direction, giving methods employed, results secured, concrete incidents, difficulties, criticisms, suggestions, and comparison with similar work in other communities.

The secretary desires to express his appreciation of the work of the specialists who have provided the material, and of the large assistance rendered by Mr. Clarence A. Perry, of the Russell Sage Foundation, in organizing the program for the yearbook.

Part II of the *Tenth Yearbook* supplements this volume with a similar discussion of "The Rural School as a Community Center."





## I. ADULT EDUCATION AND THE NEW YORK PLAN OF PUBLIC LECTURES<sup>1</sup>

HENRY M. LEIPZIGER

Supervisor of Lectures, New York City

AND

CLARENCE A. PERRY

Russell Sage Foundation, New York City

A visitor to one of the evening lecture centers sees first two flaring gas lamps illuminating a bulletin board and a pair of quick-yielding doors, then he passes into a lobby, or perhaps up a flight or two of clean stairs, animate with a procession of babbling people, and enters a sloping, amphitheater-like auditorium or else a level, desk-filled assembly-room where a man is busy with rubber-tubes, copper-tanks, and a machine on a tripod which contains two eyes, one over the other, that look straight at a square white surface stretched wall-like on the platform in front. Or perhaps, instead of this bleached expanse, he sees some tables laden with test-tubes, retorts, and wicked yellow bottles, and near by a young man crushing gritty stuff in a mortar; or maybe a background of charts shining with muscle, nerves, and viscera, setting off an amiable skeleton swinging idly from a mail, and a boy with bandaged leg and head lying supine on a table among "red-cross" lint and aseptic cotton. Or in the place of this hospital and laboratory paraphernalia he may confront an open piano with sheet-music anticipatively placed. But always he finds a hushed audience, devoid of children, awaiting the terse introduction of the speaker of the evening by the official-like personage in charge. These are some of the things witnessed between 7:30 and 8:15 on a winter's evening at the school lecture centers in New York. A moment after the latter hour the doors will be locked and the door-tender beyond the reach of entreaties.<sup>2</sup>

<sup>1</sup> This paper is composed of excerpts from Mr. Leipziger's official reports supplemented by excerpts from Mr. Perry's *Wider Use of the School Plant*. Mr. Leipziger was prevented at the last moment from preparing a special paper that he had planned for this yearbook, and Mr. Perry kindly provided this material. The footnotes indicate the sources of the excerpts.—EDITOR.

<sup>2</sup> Perry, *Wider Use of the School Plant*, 200.

## PHYSICAL CONDITIONS

There are at present 118 school buildings in use as lecture centers, of which 40 have auditoriums of the newer style, 30 have so-called assembly halls not used for class purposes, 24 have assembly halls consisting of classrooms with sliding doors, and in 24 of the buildings the lectures are given on the playground floor; of these 24, 17 are in Manhattan and 6 in the Bronx.

The playground floors are chosen because so many people dislike climbing up so many steps to the top floor. But these playground floors should not be used at all, as the ceilings are low and the floors are flat, so that those in the rear cannot well see the illustrations thrown upon the screen, and there is constant rising and sitting on the camp chairs; besides which, the halls are difficult to heat and ventilate in winter, and altogether are exceedingly unsightly. They are not proper places for the meeting of citizens who come to learn.

In addition to the 118 public-school buildings that are in use, there are 46 halls, other than public-school buildings, and these halls are engaged because in the locality in which they are situated they afford better facilities than those offered by the school buildings of the vicinity. Some of these are church halls. (Rental is paid for seventeen of these halls, while twenty-nine are given rent free.<sup>1</sup>)

## CLASSIFICATION OF LECTURES

Lectures have been arranged in groups according to subjects, each group subdivided into smaller groups. In arranging the various programs, closely allied subjects from the several groups are selected in rotation, thus providing in each center a curriculum of lecture studies. In selecting subjects for the lectures, the expressed desire of the people, the known characteristics of the neighborhood, and the previously arranged programs are considered. The groups are:

*First Group*

## LITERATURE, HISTORY, SOCIOLOGY, ART

I—Literature. II—History. III—Social Subjects. IV—Fine Arts.

*Second Group*

## GENERAL AND APPLIED SCIENCE

I—Astronomy. II—Physics. III—Chemistry. IV—Geology. V—Biology. VI—Physiology and Hygiene. VII—Industries.

<sup>1</sup>Leipziger, *Annual Report of the Supervisor of Lectures*, 1909-10 (New York).

*Third Group*

## DESCRIPTIVE GEOGRAPHY

I—North America. II—United States. III—British North America. IV—Central America and the West Indies. V—South America. VI—Europe. VII—Asia. VIII—Africa. IX—Hawaii, the Philippines, Australasia.

*Special Group*

## LECTURES IN FOREIGN LANGUAGES

I—Lectures in Italian. II—Lectures in Yiddish. III—Lectures in German.

It has been possible to adapt the first and second groups to the special purpose of encouraging definite study along special lines in co-operation with college or university, and this method is being extended to all of the groups. Lectures in all subjects have been planned for the broad purpose of popularizing general knowledge. In the science group many lectures of a practical nature have been introduced, bearing on domestic science and industry. Lectures on physiology, anatomy, and hygiene have been arranged with the end in view of furthering in every manner possible the work of the Department of Health.<sup>1</sup>

## COURSES OF LECTURE-STUDIES WITH EXAMINATIONS

To encourage earnest study along definite lines the following courses of lectures by well-known educators were held and many persons have regularly attended these courses and have taken the examinations.

*The development of fiction.*—A course of twenty-eight lectures was given by Dr. Charles F. Horne, of the College of the City of New York, during the past season and examinations were given to a large number, many of whom passed creditably.

*American history.*—A course of twenty-eight lectures was given by Dr. William B. Guthrie, of the College of the City of New York, and examinations were held.

*Economics.*—A course of twenty-eight lectures was given by Professor Walter E. Clark, of the College of the City of New York, and for attendance and proficiency in examination at this course certificates were awarded.

*Electricity and magnetism.*—A course of twenty-eight lectures was given by Mr. W. Wallace Ker, of the Hebrew Technical Institute.

*First aid to the injured.*—Many courses having a direct practical

<sup>1</sup>Leipziger, *op. cit.*

bearing on human life have been given, chief of which are the courses of five lectures on "First Aid to the Injured" offered with the co-operation of the Society for First Aid to the Injured. This year the course was repeated in 26 centers by 12 physician-lecturers to audiences aggregating 17,616 persons and averaging 135. For attendance and proficiency in examination at these courses 780 certificates were awarded.

Examination questions used in connection with the courses in literature, history, economics, and first aid to the injured may be found in another part of this report.

Besides the courses followed by examinations, there were offered in 1909-10 one hundred courses of lectures covering a wide range of subjects, in many of which printed syllabi were prepared and distributed to the audience. It was the invariable practice of the lecturers after each lecture to hold a conference with the audience, at which questions were asked and answered, and helpful suggestions were given for reading and special study.<sup>1</sup>

#### MISCELLANEOUS LECTURE TOPICS

Here is a list of titles chosen from the program of 1908-9: "Municipal Cleaning and Its Relation to Public Health"; "Housing in Europe"; "Goethe: Man the Mirror of the World"; "Walt Whitman and the Hope of Democracy"; "Mohammedanism and the Crusades"; "Uncle Sam's Own Story of the Declaration of Independence"; "The City Beautiful, or the Planning and Embellishment of Cities"; "How shall a Girl Earn a Living?"; "The Man That is Down and Out"; "The Songs and Basketry of the North American Indians"; "Applications of Electric Signals"; "The Life Story of the Honey Bee"; "The Treatment of Shock, Bleeding, Burns, Exposure to Cold and Frostbite"; "Life in a Coal Breaker"; "Real Cowboy Life in the Far West"; "Street Life in Paris"; and "A Trip to Central Africa." Altogether there were 1,575 different topics, covering the whole field of human interests, upon which the audiences were instructed and entertained.<sup>2</sup>

#### STATISTICS FOR THE SEASON 1909-10

During this period lectures were delivered in 166 lecture centers, distributed over all the boroughs of the city of New York. A staff of

<sup>1</sup> Leipziger, *op. cit.*

<sup>2</sup> Perry, *Wider Use of the School Plant*, 201-2.

708 lecturers spoke on 1,654 different topics before 5,196 audiences. The total attendance was 959,982, an average of 185 per lecture.

The increase in the number of courses of lectures during the past year was marked, and the interest of the auditors who attended courses of lectures proved that the desire for instruction on the part of a large number of the attendants is greater than the desire for entertainment. Several of these courses consisted of 28 lectures and were accompanied by quizzes, collateral reading, and examinations.

Some of the centers have become identified with definite types of lectures. For the last seven years lectures on science have been given each Saturday night at St. Bartholomew's. In other centers systematic courses in literature or history are given, extending over a period of years, so that those who attend regularly—as many do—receive the benefit of what may be considered a complete course of instruction in some one subject.

In centers where lectures are held twice weekly, the lectures on one night are of a more serious nature and on the other evening of a more popular character, so that all the intellectual desires of the neighborhood are appealed to; one purpose of the opening of the lecture course is to make the schoolhouse not only a place of instruction, but a place of recreation as well, and a community house in the largest sense.

Lectures in the Italian, Yiddish, and German languages, having for their purpose the preparation of immigrants for citizenship, have been successfully continued, and lectures on "First Aid to the Injured" and "The Prevention of Tuberculosis" have been made special features.<sup>1</sup>

#### THE SPEAKERS

Lecturers from every walk in life are employed in this work. Besides a large company of professors and instructors representing fourteen colleges and universities, there are experts in city-planning, housing, and playgrounds, authorities on explosives, street-cleaning, and municipal water-supply, art students who have traveled in Italy and Greece, educators loaded with fresh spoils from the British Museum, distinguished scientists, eminent jurists, influential politicians, public-spirited physicians, and prominent citizens of all classes.<sup>2</sup>

<sup>1</sup> Leipziger, *op. cit.*

<sup>2</sup> Perry, *op. cit.* 201.

## LOCAL SUPERINTENDENTS AND OPERATORS

During 1909-10, 134 local superintendents and 56 stereopticon operators have had charge of the work in the various lecture centers. In selecting the local superintendents, care has been taken to find men who understand the spirit of the lectures, and who are fitted by experience and personality to study the intellectual and social conditions of the community, and to shape their work accordingly. Teachers in the public schools have been found especially well fitted for the duties of local superintendents. The stereopticon operators, men of long experience, have done efficient service at the lectures and have taken good care of the delicate apparatus intrusted to their charge.

## LOCAL COMMITTEES

In many lecture centers a local committee co-operates with the local superintendent and the office in calling the attention of the neighborhood to the lectures and in making suggestions that will supply the neighborhood need; this committee stands ready at any time to be called upon to work in connection with this department.

## THE LECTURES AND THE LIBRARIES

There has always been a close relation between the public lectures and the various branches of the public libraries. With the completion of many new library buildings it has become possible to establish new lecture centers in the libraries and to transfer old centers to these buildings. On the evenings of the lectures the libraries have been kept open for one-half hour after the conclusion of the lectures, during which time the patrons have been permitted to withdraw books for supplementary reading. In some instances exhibits, illustrating the lectures, have been prepared and placed on view in library reading-rooms.

It has been customary to print on the various bulletins announcing the lectures the location of the most convenient branch of the public library, where books on the subjects of the lectures are especially set apart for supplementary reading. This has resulted in a very large increase in the circulation of the books on the subjects of the lectures. During 1909-10, 86 libraries co-operated in this manner with the public lectures.

The following are a few excerpts from the many suggestive reports

received from the librarians regarding the success of the public lectures during the year just concluded:

"My observation of the influence of the lectures upon reading is that 'the books brought before the public circulate much more frequently.'"

"There was a noticeable increase in the demand for books on music while the lectures on that subject were being given. There is also an increased demand for books on the French Revolution, lectures on which are now being given."

"The circulation of books on music and travel has increased considerably. A number of such books which have never circulated before have gone out several times since they have been placed on separate shelves."

"The lectures on history stimulated the circulation of books on that subject."

"My observation of the influence of the lecture upon the reading of the library is 'A demand for non-fiction books of all classes during courses of lectures.'"

"There has been an increased demand for books on 'First Aid to the Injured,' physiology, hygiene, etc., and also on the books to be read in connection with the literature courses."

"There has been a lively demand this season for books on Economics as a direct result of the lectures given at the Wadleigh High School. We have been very much helped this year through the good book lists which were suggested in the syllabus."

"The class books recommended on the printed circular by the Board of Education were in constant demand and many books of travel circulated in connection with the lectures."<sup>1</sup>

#### LETTERS FROM THE PEOPLE

Many hundreds of letters of appreciation have been received from all classes of people.

The following extracts are quoted from letters by those people who have attended:

"We live two miles from the place of lecture and only the severest storm keeps us away, and it would be impossible to say which we like best."

"I am the wife of a minister; both my husband and myself observe with much pleasure the ever-increasing interest taken in the weekly lectures. In a place like this, remote from places of amusement, the lectures are a great boon."

<sup>1</sup>Leipziger, *op. cit.*

"I wish to state that First Aid lectures are very good and helpful, as my work lays around ship-yards and docks, where men are injured every day, and a little knowledge of First Aid often saves a man's life."

A woman seventy years of age writes:

"I have attended two lectures a week for the last nine years."

"It [Course on "Economics"] has given me the knowledge necessary to read the daily papers understandingly. I like the thirty-hour courses because I am working for a degree and can count the credits thus received."

"These lectures have kept me off the streets at nights, and have taught me something which would cost me a lot of money if I had to pay for them."<sup>1</sup>

#### COST OF LECTURES

At the present time the average cost of each of the Board of Education lectures to the New York taxpayers is only \$26.05. This amount includes not only the lecturer's fee but the expense connected with the use of stereopticons, the scientific material used, printing, and administration. When the cost is computed on the basis of attendance, it amounts to only twelve cents per lecture for each person. A uniform fee of ten dollars is paid for each lecture, and, in spite of the nominal character of this fee, some of the most distinguished speakers in the country have appeared upon its platform.<sup>2</sup>

<sup>1</sup> Leipziger, *op. cit.*

<sup>2</sup> Perry, *op. cit.*, 207.



## II. PUBLIC LECTURES, THE CLEVELAND PLAN

---

SARAH E. HYRE  
Board of Education, Cleveland, Ohio

---

The Cleveland Board of Education, in making "Free Lectures and Entertainments" in school buildings a regular part of the work, had two objects in view: First, to utilize a large and well-equipped plant (invoiced at twelve million dollars) a greater number of hours than those required for the routine work of the schools, and to give thereby educational advantages to the patrons of the district, as well as to the adult boys and girls who had long since quit the schoolroom; second, to bring about a clearer understanding and greater co-operation between the teacher and parent as to the work and development of the child in the schoolroom.

The greatest difficulty that school officials have in carrying out their plan of work in the interest of the child is lack of understanding of school problems upon the part of parents and taxpayers. Free lectures upon practical topics relating to the home and school, entertainments which bring the parents and patrons in large numbers into the school buildings are designed to give to the parent and citizen in general, a larger vision of the work of the public schools.

Parent and teacher are engaged in one work with a common purpose. They are striving to make of each child a good citizen. This means that every boy and girl through the agencies of the home and school must be developed physically, morally, mentally, and socially, in order that they may hold their place with others in the world. This work requires a close co-operation between the home and school, the parent and teacher. It involves also in many cases the education of the rank and file of the community up to present-day methods.

There has been much confusion in the minds of educators and parents as to where the responsibility rests for the development of these different natures in a child, but bridging over a long period of years when the school was held to account only for intellectual development, we come to that new era in education which requires that the public schools shall prepare a child to express himself in all his relations to life.

It was with the purpose of bringing the parents and patrons into

fuller sympathy with the teacher and the great work of the public school as an institution that led the Cleveland Board of Education to create this department of work, to be carried out under the direction of a regular committee of the board known as the "Free Lecture and Social Center Committee."

The committee, which was named January 1, 1907, to undertake the work, desired to construct some plan which would be permanent and which would be so helpful and popular that the people would demand its continuance.

The next point considered by the committee was economy.

Every school system has so many needs and wants that discrimination must always be made in favor of essentials. Salaries are low, buildings are insufficient, so that any drain upon funds for extension work is looked upon as an unwarranted expenditure and draws the criticism of the taxpayer which, if persisted in, will kill any plan of work however valuable.

The third purpose was to create a popular demand for the use of school buildings and to stimulate an interest among organizations to assume the responsibility for the presentation of their work in the various districts. Cleveland has one hundred and seven school centers, forty-five auditoriums, and twenty-two large lower halls, which are attractive and equipped with electric lights, folding chairs, and plugs for lantern attachments. Parents and patrons of each district manifest much interest and preference for "their own school," and it is difficult to get them to go to an adjoining school building for any kind of a gathering unless it is held in "their own high school," and so it became the work of the committee to furnish a program for each building having either an auditorium or hall large enough to seat an audience. The committee proceeded at once to test out the educational as well as the drawing qualities of various programs. The people had to be attracted to the buildings in order to find out that it was not only pleasant but profitable to assemble there.

In the spring as soon as the programs for the year are ended, the committee begins to plan for the next year. Letters are sent out to principals of schools asking what *had been* most helpful and what *would be* desirable for the coming year. Music and illustrated talks and lectures draw the largest audiences.

The next work of the committee is to send out letters to organizations which are active along patriotic, civic, philanthropic, and hygienic lines, asking them to co-operate with the Board of Education and to

contribute a number of illustrated lectures upon the subject in which they are interested for the enlightenment of the general public, and to name a chairman among their number to supervise the details of their own program. The committee invites concert companies, musical organizations, glee clubs, quartettes, readers, lecturers upon art, etc., to contribute to the work as a means of elevating the standard of music and art in the community. Men and women of prominence and ability in the professional and civic life of Cleveland are invited to speak upon subjects related to the education and development of the child, as well as the responsibility of the home.

About five days before the lecture or concert, a card of invitation "To Parents" is sent out by the principal of the school in which the affair is to occur. The children delight in carrying it home, and often it is necessary for them to translate it into the foreign language of the parent. Adults and pupils of the seventh and eighth grades are admitted to the buildings upon these occasions, which this year (1910-11) number nearly two hundred. In order to give the evening a local touch, a patron of the district acts as chairman of the meeting and is invited to do so by the principal. For patriotic lectures, especially, the seventh and eighth grade classes sing patriotic songs, and very often they contribute to other programs. These pupils will soon be patrons of the school and the work will then devolve upon them of seeing that the school buildings are at the service of the people. They are bound to be a great aid in the future social service of the city of Cleveland.

So great is the demand for musical programs in the various districts that the board has purchased a Victrola which is used in building up a variety of programs in connection with recitations, drills, etc., by the pupils.

The principal and teachers of the building are present to greet the parents, and often the mothers' club, in connection with the school, assists the teachers in meeting the parents in a social way. In carrying on this work the Board of Education assumes the expense for printing a yearbook, and invitations "To Parents," also for heating and lighting of buildings and janitor service. The board is further responsible for the proper condition of the piano and occasional lantern service. In most cases, however, each organization furnishes the speaker, lantern, and operator. Those giving musical programs have their own chairman and assume responsibility for the entire evening's program.

The result of these efforts has been most gratifying to the Board of Education. There has come to the work the complete co-operation of the community. Organizations and groups of people are requesting the use of the school buildings, as a means of placing before large numbers of people important information and facts which they are promulgating. The patrons have come to understand that the school buildings belong to them, and that it is a profitable, as well as pleasurable place to go. Parents and teachers have become better acquainted and, consequently understand each other better.

The plan as it has been worked out in Cleveland has had practically no difficulties. The teachers have been most hearty in their support. The Social Center Committee has been most careful not to put upon their shoulders the responsibility for the success, either of the program or attendance. However, the enthusiasm of the teachers in the building has much to do with the spirit of the occasion.

The adaptability of the Cleveland plan of lectures to any school system, great or small, seems to be its especial feature.

Every community has school buildings. It also has men and women of education and ability who are well prepared to speak upon the subjects of everyday life, who would be willing to contribute their time and effort in giving larger publicity to their experience and deductions.

In school districts where the Board of Education is so constituted as not to be able to supervise the work, it is possible for a citizens' committee, mothers' clubs, boards of trade, or any other organization to inaugurate and conduct "free lectures," securing from the Board of Education permission to use the school buildings. One thing is sure, that the success or failure of the "free lectures," with all they imply, is due largely to the personal supervision of the detail of the work. In the Cleveland plan of "free lectures" a secretary of the business department of the board looks after the practical arrangements, while the chairman of the committee keeps in touch with the principal of the school and the needs of the community.

It is impossible to compare the plan of one city with that of another, for each one has its definite object, and I know of no other city than that of Cleveland which has as its main purpose the "co-operation of the home and school." Personally I believe that the time is near at hand when every school district will plan to use the school building for all kinds of activities; when school buildings will be a common center for the consideration of all educational, social, and civic matters, and when the

responsibility for these activities will rest with the community and not with the Board of Education.

Perhaps there is no better way of giving in a concrete way the viewpoint of the Cleveland Board of Education and the attitude of the community toward the work, than by printing the "Foreword" from the "Annual Announcement."

"The Committee on Lectures and Social Center Development of the Board of Education begs to announce its program for the season 1910-11.

"In presenting this program the Committee is pleased to announce that the Board will be assisted in this department of the work by the following organizations and individuals: The Daughters of the American Revolution, the School of Art, Fortnightly Musical Club, Rubenstein Club, Normal School Glee Club, Young Ladies' Glee Club of Central High School, Glenville High School Orchestra, The Co-operative Employment Bureau, the Anti-Tuberculosis League, Consumers' League, Academy of Medicine, Cleveland Dental Society, Miss Gertrude Goss, Miss Grace Makepeace, Mr. W. J. Davis, Mr. W. R. Warner, Rev. Dan F. Bradley, Rev. Dr. F. T. Moran, Rev. Dr. Wm. W. Bustard, Rabbi Louis Wolsey, Miss Fannie C. Foote, and Judge Manuel Levine.

"Clubs and individuals are giving their support and time to this work, and organizations interested in various problems are anxious to use the school buildings under the direction of the Committee of the Board.

"The program has this year, as in the past, the elements of recreation and entertainment. Every lecture is supplemented by music and fine pictures, while every concert is designed to delight the popular audience.

"The programs as presented in former years and, in general, the methods of carrying them out have proven satisfactory and according to a unanimous verdict of the principals of buildings, 'the programs do not put a burden upon the teachers.'

"The topics which are to be presented during the winter are those designed to benefit the child and the community, and to give to the parent a larger vision of his own relationship to the work of the public schools.

"The Committee feels that it is fortunate in being able to announce the following program.

"The Board of Education in carrying on this work through its committee desires to arouse the interest and secure the co-operation of the community in it, so that the school buildings of Cleveland will always be centers where matters of general uplift and common good may be presented.

"THE COMMITTEE ON LECTURES AND SOCIAL CENTER DEVELOPMENT

"SARAH E. HYRE, *Chairman*"

### III. VACATION PLAYGROUNDS

---

RANDALL D. WARDEN

Director of Physical Training and Playgrounds of the Public Schools of Newark, N.J.

---

This paper contains a statement of the facts pertaining to the development and growth of the vacation playgrounds in the city of Newark, N.J., a city of 347,000 inhabitants, separated from the great metropolis of New York by the Hudson River and about nine miles of marshy meadow land.

#### EARLY DEVELOPMENT

The first vacation or summer schools in the United States were opened in Newark in 1885 and in the city of Providence about the same time, but the vacation or summer playgrounds were not begun in Newark until 1899, when the Newark Educational Association, a women's society, obtained permission from the Board of Education to open six playgrounds in school yards. They employed twelve teachers, and operated the playgrounds at the expense of the association for six weeks during July and August. In the beginning these ladies obtained donations of toys and books from several of the large department stores; the Pennsylvania Railroad gave them a carload of beach sand, several of the supervisors connected with the public schools volunteered their services, and some sewing and manual training were attempted. The greatest attraction at this time was the free trolley ride given to the children of each playground by the Association.

The Educational Association continued to operate the playgrounds with the assistance of a small appropriation from the Common Council until 1902, when it prevailed upon the Board of Education to take over the management and financial support of them. The equipment consisted of: one wooden swing frame, holding three swings; three wooden saw-horses with planks for see-saws; one wooden sand box, 16 feet square, with an awning over it; two movable wooden basket-ball goals; one basket-ball; a few rubber balls and jumping-ropes; a miscellaneous collection of books, blocks, and dolls.

Each yard had been in charge of two women instructors with little training or experience in playground work. Upon assuming control of the playgrounds, the Board of Education appointed a supervisor to assume the management of the work, and opened ten school yards and three park playgrounds. The supervisor found that as the playgrounds had been carried on there was little organization, no general plan of work, no definite aim, no intelligent knowledge of the methods of teaching playground games, and lack of attention to duty. The activity consisted mainly of aimless running about, so-called free play, except as a few monopolized the apparatus. The neighborhood children attended very indifferently after the first week of curiosity, and toward the end of the term the attendance dropped off perceptibly until it was a question whether the interest taken by the children in the playgrounds was sufficient to pay for the cost of maintaining them.

In 1905 the writer was appointed director of playgrounds, and with the idea that some improvement might be made if experienced teachers were put in charge to organize and work up a regular attendance, he urged the Superintendent of Schools to appoint a few chosen teachers, the very best of the regular school system, to take charge of the various playgrounds. He urged also the appointment of young men to instruct the boys in basket-ball, baseball, and athletics—hitherto a neglected feature with a teaching force consisting solely of young women.

The first year that the writer was supervisor there were twelve playgrounds with thirty-one teachers, and the total average daily attendance was 3,301, or an average of 275 for each yard. The next year saw the introduction of the new plan of appointing teachers of known organizing ability to run the playgrounds, and the addition of young men instructors to attract the older boys for team games and apparatus work. Fourteen playgrounds were put in operation with a force of fifty-eight teachers. The total average attendance was 7,101, or an increase over the year previous of more than 100 per cent, giving each playground an average daily attendance of 507. It has been the supervisor's experience that few physical-training teachers can equal the organizing ability of the classroom teacher who has had regular school experience.

Another radical improvement adopted was in the method of providing apparatus. It had been the custom to let a contract to some local carpenter, who made and erected the swings and see-saws, etc. After some unsatisfactory experiences with contract work, the Board of

Education ordered their own repair department to make the apparatus as specified by the supervisor and passed upon by themselves. This centralized the responsibility, and the board received better apparatus with less delay, and then had it taken care of after the season closed by the same department which was, of course, interested in its preservation.

After having effected the appointment of better teachers, and prepared for better and more extensive apparatus, the next step was to outline a plan by which the school yard and building should serve as a neighborhood playground and fulfil all the recreational needs of the boys and girls out of school for their summer vacation. The following plan was carried out step by step, not put into practice all at once, but gradually growing and expanding, each year seeing more features of the scheme put into effect. The teachers had to be trained; the Board of Education proceeded but slowly with appropriations to complete so extensive an outline; the public had to be made to appreciate and intelligently understand what was being done by actual demonstration of results.

#### SUGGESTIVE OUTLINE

The features of the plan which have been accomplished and those which are being worked out are as follows:

##### I. *Yard and School Equipment.*

More shade.

Better surfacing of yards.

Elimination of dust by sprinkling.

Separation of boys' and girls' yards.

Better play equipment.

More athletic equipment (track, jumping pit, hurdles).

More gymnastic equipment.

##### II. *Use of School Building.*

For classroom instruction in sewing, kitchen gardening, kindergarten work, raffia weaving, folk-dances.

Library.

Quiet game room.

Song recitals.

Theatricals.

Manual training.

Cooking.

Clubs.



III. *For Better Instruction.*

More playgrounds.

A longer season than seven weeks.

One teacher for every subject taught in the playgrounds.

A Normal playground course for teachers.

a) Better-trained men teachers.

b) Better-trained women teachers.

A syllabus, or course of study.

Higher salaries for teachers.

Medical inspection.

Visiting nurses.

Attendance officers.

Teachers' daily plan book submitted to supervisor.

Daily schedule of work posted conspicuously in each playground.

Special supervisors to be in charge of dancing, gymnastics, athletics, industrial training, kitchen gardening, kindergartens, clubs.

IV. *For Better Apparatus.*

Samples to be submitted of all apparatus and materials before purchasing.

Advertising for bids on apparatus by Board of Education.

Specifications by the supervisor of requirements for apparatus.

The employment of a mechanic to take care of erection and repairs.

More permanent yard apparatus (galvanized pipe instead of wood).

V. *For Saving Expense in Maintenance.*

Special storerooms and closets at each school.

Inventories of supplies.

Special equipment to be made in manual-training shops.

Special equipment to be made in the playgrounds.

Development of the Playground City idea and the training of pupil assistants.

VI. *For Developing Interest.*

An annual exhibition at the park.

An annual athletic meet at the athletic field.

Soccer, baseball, and basket-ball leagues.

Public song festivals.

Public theatricals.

Local playground entertainments.

Annual industrial exhibition of articles made in the playgrounds.

## INSTRUCTION

With this outline as a guide, the progress of the school playgrounds has been steady. Soon after the change in the appointment of teachers, the supervisor began his normal course for the instruction of playground workers. Most of the young women appointed as assistants are from the Newark Normal School. These girls are taught games, folk-dancing, and physical-training exercises two hours a week during their regular term work by the supervisor. In their normal-school course they are also instructed in raffia work, paper folding, cardboard sewing, and all the regular public-school occupational work. This is now augmented by a special course of playground work after school during the months of April and May when all applicants are brought together in one of the school gymnasiums and given concrete instruction in the particular games, exercises, and dances which are to be used for the coming playground season. The director of manual training also gives a series of special lessons for summer-school and playground workers. The great drawback, so far, is the impossibility of instructing the men teachers in the same way. College men, for the most part, are not properly trained, and as yet we have not had efficient service from the men workers. College physical training departments are not so organized as to turn out young men who have at their command a repertoire of group games, physical-training exercises, and marching tactics. A pertinent question would seem to be, "Why do not the physical directors in colleges formulate a definite textbook of physical training, similar to the infantry drill regulations of the army, and see that their pupils absorb and learn to impart some part of what has been taught them?" Such training, if it embodied some such working plan as the squad, platoon, or company, would at least give young men an idea of group organization, something which they seem utterly unable to develop in the playground.

## USE OF SCHOOL BUILDINGS

One of the greatest innovations in Newark has been the opening of the school buildings for purposes of playground instruction. Hitherto it had been the custom to have all the activities of the playground conducted in the open school yards. In the hottest part of the day the heat and glare of the sun drove the little children to the shelter of their homes. Meanwhile the school buildings, with their cool rooms and all the attractions of the kindergarten for the enjoyment of the little ones, remained

securely and officially locked. Indeed, the building was open during the morning, for from 8:30 until 11:30 A.M. the summer schools held session; but, after that hour, the summer-school teachers locked their desks and closets, and the janitor turned the key and locked up for the rest of the day. The supervisor took to the city superintendent the proposition to open certain of the kindergartens for the playgrounds, and permission was granted. Under competent kindergarten teachers this has now become a regular feature of the playgrounds.

Another subject which interested the writer was kitchen gardening. It had been attempted by the Educational Association, but very little could be accomplished under the disadvantages of a playground exposed to every breeze, with perhaps a basket-ball game going on in the immediate vicinity to the imminent danger of the dishes on the table, or upsetting the dignity of a particularly formal invitation to be seated for tea. Here again the need for the use of the school building was apparent, and use of the building was granted.

The introduction of folk-dancing for boys and girls was another powerful factor in increasing and keeping up the attendance, and to facilitate instruction the auditoriums or gymnasiums of the school buildings were thrown open, or if there were neither gymnasium nor auditorium, the desks were removed from a large classroom and a piano moved in.

Then followed the need for rooms for industrial training: chair caning; weaving; sewing; kite making; rope splicing; fancy work; whittling; bent iron work; dyeing; basketry; rug making; block printing; hat weaving, or crocheting. Later came the library room with boxes of books lent by the Free Public Library, collected and changed every week.

The quiet game room is at present in process of evolution. We have the quiet games, such as dominoes, checkers, crokinole, authors, States, Capitals, etc., and it is the intention to run this quiet game room on the club plan, allowing the use of it to each club a certain part of the day and making the club officers responsible for the maintaining of order and the care of the game materials.

During the playground season we have used the school buildings for song recitals or festivals, for theatricals, and for local entertainments and exhibitions. Up to the present time the Board of Education has not granted the use of the manual-training shops or the kitchens, but it

must be understood that these are opened for the summer schools which hold their sessions in the morning.

#### ORGANIZATION

Every year some progress in improving instruction and organization has been made. We now give a normal course in playground work as described previously. There is a specific syllabus of instruction and play.

For two years teachers have been required to keep daily plan books which are submitted to the supervisor. Teachers' individual schedules of hourly work or periods are posted conspicuously, so that the supervisor or the playground director can see at a glance the work for any given period. Nurses visit the playgrounds, the children are marched before them, and any child requiring exclusion or medical attention is looked to. Attendance officers make daily visits, and while attendance is not compulsory, yet these officers lend great assistance in special cases of discipline and in preventing loitering and mischief in crowded thoroughfares.

Our playgrounds now have an assistant supervisor who takes special charge of the physical training, games, and athletics, and a special teacher of folk-dancing whose entire time is spent in teaching and supervising this most interesting and popular part of the playground activity.

One of the great needs now is a club worker, and a skilled teacher to supervise and develop the industrial branches.

#### APPARATUS

The improvement of apparatus during the last five years has gone steadily forward. From the first meager equipment the list has grown until now it makes a lengthy inventory. Some of the special items which we consider of the most importance are:

##### *Heavy apparatus:*

- Ball-bearing swings, on galvanized pipe frames

- Set basket-ball goals

- Bucks (canvas covered; galvanized legs)

- Giant strides (rope handles)

- Stationary galvanized pipe gymnasium frames (to which are attached climbing ropes and poles, flying rings, horizontal bars, inclined and horizontal ladders, and sliding poles)

- Baby swings

- Stationary galvanized pipe see-saw frames

Parallel bars (movable)  
 Rocker boats  
 Shoot-the-chutes  
 Sand boxes (small and large)  
 Benches

*Athletic apparatus:*

Jumping pits  
 Jumping standards  
 Hurdles  
 Cinder tracks

*Light apparatus:*

Flags  
 Indian clubs  
 Long wands  
 Short wands  
 May-poles

*Games:*

Snare drums	Oat bags
Base drums	Bocci balls
Basket balls	Short jump-ropes
Indoor baseballs	Rubber balls
Footballs	Rope quoit sets
Volley-balls	Pails and shovels
Bean bags	Ten-pins

*Quiet games:*

Authors	Dominoes
Battles	Lotto
Checkers	Nations
Crokinole boards	States
Picture puzzles	

*Kindergarten:*

Blocks	Gift rings	Paper strips
Colored crayons	Worsted	Peg boards
Paper	Paste	Perforated sewing cards
Colored sticks	Colored mats	Lentils

*Kitchen gardening:*

Clothes baskets	Toy irons
Clothes pins	Folding clothes boards
Covered vegetable dishes	Tables

Dishes	Knives, forks, and spoons
Dessert spoons	Tubs
Dish cloths	Handkerchief wash boards
Table cloths	Dish pans
Napkins	Meat platters
Dust cloths	Tea sets
Dust pans	Towels
Mop cloths	Trays
Scrubbing brushes	Brooms

*Manual training:*

Awls	Needles
Cane	Pliers
Coils of Venetian iron	Raffia
Hemp twine	Reed
Kite sticks	Snips
Knitting spools	Tissue paper (for kites)
Knives for whittling	Weaving needles

*Sewing:*

Blue denim	Scissors
Cheese cloth	Ticking
Colored print cloth	Thimbles
Drill (brown)	Thread
Indianhead muslin	White lawn
Macrame cord	Wool
Needles	Outing flannel
Pins	

Samples are now submitted of all materials. Specifications are drawn up and bids advertised for on all supplies for the playgrounds.

## ECONOMY

A man is regularly employed by the Board of Education to erect apparatus, attend to repairs, and put everything in order for the next season's work. In this way the board has been saved a great deal in the way of expense. The saving of money in the cost and maintenance of playgrounds is a thing not to be lightly considered. Money can be absolutely thrown away in the purchase of cheap articles, constructed with no consideration of durability, a feature which must be considered where thousands of children are to use and handle things every day. Again, a great deal can be wasted by careless storing of supplies after the

season has ended, and in not having all damaged supplies repaired before the opening of the next season. It is poor management to nail up supplies in packing cases, to be left in the care of the janitor until the next season. There should be store-rooms and closets provided, where the supplies can be inspected, where they are easy of access, and can be kept in orderly arrangement. School architects should look out for the construction of these needed accommodations.

Some equipment has already been made for the playgrounds in the manual-training shops of the regular schools, especially at the Warren Street Industrial Grammar School. The pupils have made wands, peg boards, rope quoit sets, bean-bag boards, hurdles, and checker boards.

The playground children make their own bean bags, oat bags, dolls, kites, baseball bases, curtains for curtain-ball, folk-dancing costumes, etc.

In order to lessen the expense of teacher's salaries as well as to develop self-government, the playgrounds have been encouraged to organize city governments, and some have done so, electing a mayor, board of aldermen, police department, fire department, street-cleaning department, etc., and these departments under the direction of their executives aid in the manifold duties of playground life.

#### POPULARITY

That the interest of both children and parents has increased each year is shown by the fact that more and more school yards have been opened for playground purposes, and the Board of Education has annually increased the appropriation of funds. About \$18,000 was spent last year.

While the board has not as yet kept the vacation playgrounds open for a longer season than seven weeks, still it is worth mentioning that from November to April they maintain after-school recreation centers for girls. At these centers the girls of the sixth, seventh, and eighth grades, who have the permission of their parents and principal, gather for fun and instruction in folk-dancing, physical exercises, and games under teachers appointed by the board. There is a pianist to play for the dancing, and the spirit, exuberance, and delight of the girls is wonderful to see, a revelation to the mothers in whose school days such exercise for girls was unheard of.

The boys have their gymnasiums, their teams for soccer, basketball, indoor and outdoor baseball, all under the direction and management of a Public School Athletic Association.

In connection with the evening schools, gymnasium classes are conducted by regular gymnasium instructors. These are not recreation centers in the sense that the boys and girls of the neighborhood can go in and out at will. Instead, they must register with the principal of the school and go into the gymnasium to participate in regular organized classes, conducted after the best models of gymnasium practice.

There is no longer any question as to whether the interest taken by the children justifies the playgrounds. The attendance last season was eight times greater than in 1905, a remarkable rate of increase. Many parents visit the playgrounds with their little ones to look on or to help swing the babies. This is encouraged, and every week special entertainments or exhibitions are given by the children for the purpose of bringing out the parents.

At the close of each season there is held an annual field day when all the children of the twenty playgrounds gather at Branch Brook Park to participate in huge mass drills, folk-dances, and gymnastic exercises. In 1909 the American Biograph Company took pictures of the entire exhibition and displayed them in motion-picture views through all parts of the country to the great interest of their patrons. Then, too, there is great rivalry between the playgrounds at their annual athletic meet at Weidenmayer's Park, when prizes are offered for the winners of the various events for boys and girls.

Last year an exhibition of the industrial work accomplished in the playgrounds was exhibited at the Public Library, and an astonishing variety of articles was displayed. This exhibition created great interest, and hundreds of people visited it daily. Many of the articles made are given to the day nurseries and are of service to the little ones.

It is with considerable civic pride that I am enabled to state before closing that the school playgrounds are only part of the extensive recreational work done by the city of Newark. The Essex County Park Commission maintains most excellent playgrounds and playfields, and the Municipal Playground Commission has within the last three years undertaken a unique development of the community settlement playground.



## IV. ORGANIZED ATHLETICS

C. WARD CRAMPTON

Director of Physical Training in the Public Schools, New York City

### I

In the good old days when you and I went to school, three o'clock was the hour of happy release. We went out-of-doors to play, leaving the school, a place of punishment. Today, both the school and "out-of-doors" have changed. On the whole, the streets are still, from the child viewpoint, interesting and lively places to play, but they do not stimulate play as they used to. Child instincts are more related to "stock and stone" than to asphalt and iron. This, with many other things, has made much of our out-of-doors "no good" for play.

Just when and where this change is most evident and its bad results obtain, just then and there is the school building made over into an "out-of-door." It is our adjustment, often the best we can make, to keep play from dying.

### II

Athletics are forms of competitive play. As such, they present certain aspects for our brief consideration.

*They are a biological advantage:* Physical activity in the child is necessary for body health and orderly physical development, and the main instinct which drives children to muscular work is the play instinct. If this is weakened by innate physical depravity, or stifled by the conditions of civilized life, a flaccid physique and a distorted development result. The individual suffers and the race declines.

*Play is educational:* It is essential in learning to live. The affairs of the adult world are all practiced in mimic fashion in childhood and prepare for living. This is vital; learning by doing and nature's course of study in play cannot be replaced by books. Modern organized athletics are the highest development of play and the practice which they afford prepares directly for the proper discharge of duties in the civic, social, and business world which are rapidly becoming more complex.

*Play is a school affair:* For the school must prepare for all of life. Moreover, it is usually the one bond that holds the children of a section or a community together. Play will organize itself on the block or street-gang basis and become distorted when it is undirected. The school would fail in its purely educational duty if it neglected to use the educational play series of developmental instincts for its own scholastic ends.

### III

There are two forms of athletics, the intensive and the extensive. The first is the popular kind, where a high school of a thousand boys will have a team on which a dozen boys may compete for the school, or where three or four athletes will represent a whole college. It is the natural form of athletics, selecting (in mediaeval fashion) the "champion" of the group to defend its honor. Measured by rigid hygienic standards it is of little use for it merely results in the training of those who are already most physically able, and neglects the ninety and nine who need it most. There are other standards, however, which will appear below.

Extensive athletics are the result of the thesis, "If athletics are good, they are good for all," and is an endeavor to use athletics as one would use any other physical-training procedure, scientifically, in safe dosage, for the good of each and all, in due and proper proportion to need and ability. As students of the situation and administrators of educational affairs, intensive athletics appeal to our hearts, extensive athletics to our heads.

### IV

In the fall of 1903 there met in the office of one of the members of the Board of Education of New York City a group of men determined to extend the training of athletics to all the school children of the city. The composition of this group was significant—there were school principals, superintendents, and commissioners, physical-training experts, social workers, and public-spirited men of financial ability and willingness. While its great aim was to extend athletics to all boys, it began with recognized forms of sport which were admittedly for the few best athletes. In the beginning its method was to make athletics popular, then to extend them to all. It held a meet in December, 1903, open to all school boys, and 1,700 were entered. This aroused the enthusiasm it

was planned for, and paved the way for the organization of a series of annual indoor and outdoor athletic meets—baseball and basket-ball championships, etc., to which over one hundred schools now regularly send their teams.

This intensive plan was pushed further by the organization of district leagues, twenty-three in number, and these held their athletic meets with the result that athletics became focused in many widely separated neighborhoods, and multiplied not only in number of competitors, but in their appeal to local community interest. The fixation of the athletic event in the community was regarded a distinct advance and the advantage was pressed: the individual schools were urged to hold their own meets with the result that 150 schools managed their own series of contests in the last school year. This was most satisfactory.

To sum up the results of the intensive form of athletics: We now have about 15 per cent of the grammar-school boys competing for their schools in baseball (indoor and out), soccer football, basket-ball, and athletics, and about 75 per cent competing once or twice a year in the district and school games. The importance of these results is very great. One cannot attend a school meet with its twenty or more events, its thousand competitors and five thousand shouting partisans in the balconies of an armory without being profoundly impressed. It is an exhibition of one of the most fundamental old racial human interests, inseparable from life, yet otherwise unfostered and hidden by the conditions of modern life. It is an instinct vital to the continuance of the race. Its suppression will mean racial depravity and its conservation racial preservation.

Of course, no one believes that the running of a single 50-yard dash does the boy much good or (since he has been examined by a physician) much harm. The good lies in the course of training which he has undergone, not the competition. Yet he would not train if it were not for the competition. Cigarettes, easy and semi-vicious habits, careless eating, and general unhygienic laxity are not to be eliminated from boy life by anything less than a compelling interest. This interest competition supplies.

The competitive impulse is supplemented by the most real sense of duty to the group. The boy strives to be the chosen representative of the school, and to defend its honor with his whole energy and enthusiasm. It is this that trains for patriotism in the *boy world* in a real and

tangible, *intimate* way, and its lessons become much more vitally a part of character than the lessons from the books.

One of the best results of athletics is the effect upon the parents in the gallery. The public school means something more to them than the riddance of an irritating boy-presence in the home, the deprivation of his money-earning ability, or the insurance of the boy's future success in life. It means that their child is entered in the contest of young knight-hood, striving for the laurel to bring home to the family, while the school has become the beneficent state that holds the lists. It takes an occasion like this to strip petty modern husks from King Arthur's children, whom we are, all.

Intensive athletics have their great social and stimulating function, but still they do not satisfy the physical educator whose duty lies with the weak rather than with the strong. To meet this requirement, extensive forms of athletics have been devised. During the fall of each year, most of the school boys of New York City "stay in after school" and in the open-air playground practice the standing broad jump, for before December first their records will be taken and the average of each class will be sent to the Secretary of the Public Schools Athletic League. Perhaps their class will have the highest average in the borough, and the championship trophy of Brooklyn, Manhattan, or the Bronx will be placed in their classroom to tell all who may see that the class to which they belong is the finest of its kind.

As soon as this is settled, "chinning" is started, and later in the spring, running is the competition. By this means, each boy in the class, regardless of his weakness or his strength, is stimulated to train. He trains not only once a year but three times, in not only one event but in three. This is an ideal plan, it reaches all boys, provides continuous training, avoids specialism, and insures all-around development.

Another form of extensive athletics is the "Athletic Badge Test." This requires the boy to make standard performances in three events, running, jumping, and chinning. There are two badges, a junior of bronze for the lower standards, and a senior of bronze and silver for the higher standards, and each bears the figure of the Winged Victory. To win this prize the boy must also qualify in scholarship and have a good straightforward, upright posture. Just 7,000 of these were won last year by 7,000 boys, who wear the badge of the city given to its boy athletes to certify that there is one worthy to bear its mark of distinc-

tion. This badge is worn proudly, and, I am convinced, with honor, for I have never seen a boy on the New York City streets wearing it who did not appear and act as if he had a sense of the distinction conferred upon him.

In reviewing the seven years of public-school athletics, one observes that the intensive form has been successful in making athletics popular and within the common ken and experience. What is more significant is the fact that extensive athletics have become possible and permanently established, and what is still more to the point of the present series of theses is the increasing tendency of the individual school to take up its duty, to run its own athletics for itself and its own community. One hundred and fifty schools in the city of New York have already organized and managed an athletic meet of their own, and this number will steadily increase.

While all this is true, yet a more important result of a similar nature has been obtained. Many principals have realized that athletics are valuable social and hygienic school affairs and return large benefits to the pupil and to the school organization as a whole. While for many this is the result of deliberation in whole or in part, yet it is also largely the result of pressure of a community and pupil interest which cannot be withstood. Schools have organized intra-school athletics, each class having its one or two teams in basket-ball, indoor baseball, and what not. The school becomes a league, an organization in itself of a thousand or more members, with more boys practicing and more teams in the field than there were in the whole of the city of New York ten years ago.

In these schools, which are many, athletics have come to their own and have begun to discharge their full and great duty. May their number increase!

All this training, practicing, and competition require the use of the school building after school is out. Teachers must also remain after school to train and manage the boys, and it is much to expect that when the day's work is done that they will "stay in" and devote their own time, which might be profitably spent in study or recreation, to the benefit of the pupils under their care. Yet the actual number of men teachers doing this work day after day in the public schools of New York City is over 700. This work has received some recognition from the Board of Examiners, who give credit when application is made for a higher license. This is right, for the practice in organizing fundamental boy

interests and the knowledge gained of growing boy nature are important factors of success in responsible educational positions.

It was recognized early in the progress of the Public Schools Athletic League that girls were as important as boys, even though athletics were not their peculiar and paramount interest. For these, folk-dancing and carefully guarded athletic events were introduced by calling together the interested class teachers for instruction once a week. These teachers learned the folk-dances and games, returned to the schools, organized after-school clubs and delivered over to them what they had learned. Over 1,100 teachers registered last year and hundreds of clubs were organized in the schools.

The Athletic League was formed to bring back into the lives of our children their birthright of competitive play, and to weld it into the educational procedure of a great city.

Its labor has been to preserve for its swarming citizenship the things most human and essential to companionship and living; its immediate results give promise of ultimate success, and success in these things is worth the labor.

## V. EVENING RECREATION CENTERS

---

EDWARD W. STITT

District Superintendent of Schools, New York City

---

There has been a great tendency during the past few years toward the urbanization of our population. Statistics show that while in 1860 only 16 per cent dwelt in cities, in 1900 the number had increased to 33 per cent, and the census estimates of the present year prove that at least 50 per cent of our population dwell in crowded cities. The figures thus far show that some cities have more than doubled their population in the past decade. This tremendous urban development at the expense of village or farm life, has gradually been receiving the attention of educators and sociologists. It is a civic problem of great importance to determine just what recreative advantages should be provided by the cities for those who are forced to live in congested neighborhoods.

Many sermons are preached in the pulpits and long articles are published in the public press about the conservation of our natural resources. The protection of our forests, streams, and mines is important, but not nearly so vitally related to our future progress as the conservation of the young people who are to be the future citizens of this Republic. The younger children are well cared for in our modern schoolhouses, both as regards their moral, mental, and physical welfare. When, however, they leave school to go to work, and in our great cities they do so in large numbers at the very earliest legal age, the problem of their physical well-being becomes especially important. Too often, the owners of factories, in a desire to save all possible expense, crowd the operatives in sweat shops without proper light and ventilation. After long hours at hard toil, the overworked young men and women crave rest and recreation, which their humble homes cannot provide.

Most of the churches have not been alive to their opportunity to furnish proper facilities for caring for the great mass of operatives and factory hands from the close of their daily toil to their hours for sleep. It has remained for settlement houses to furnish some advantages for this class of toilers, and the work of Jane Addams in Chicago and Jacob

Riis in New York will always rank high among the leaders of those who have tried to improve the conditions of the young wage-earners. For years New York neglected its opportunity, but finally in 1901, through the efforts of private citizens who furnished the necessary funds, eight schools were opened to provide recreative activities at night. The average attendance the first winter was 675. In 1902, twelve schools were opened, and the average attendance was 2,657. In 1905, twenty-one centers were in operation, the nightly attendance being 7,266. Last year the work was extended to all the boroughs of our metropolis, and the average nightly attendance was 12,985. During the year, the aggregate number of men and women who enjoyed the privileges afforded by the centers reached the total of 2,165,457.

#### WHAT OTHER CITIES ARE DOING

Inquiry by correspondence with the superintendents of schools of the leading cities shows that little has been attempted. Boston had recreation or social centers, but abandoned them in 1906, owing to the expense involved. Private individuals are now endeavoring to renew the work. Rochester has had signal success with the social centers, the special object of which has been to organize civic clubs, using the schools as meeting-places. Lectures by prominent speakers upon social, historical, and patriotic subjects have been encouraged. The first attempt to employ moving-pictures in the centers in Rochester resulted in large and enthusiastic audiences. In St. Louis the only work reported is the use of school buildings for associations of parents, whose object is co-operation with the schools. Holyoke, Mass., reports no work of this character under the control of the Board of Education, though last winter one school building was opened as a social center under private supervision.

In Philadelphia social centers are established in about a dozen school buildings, but they are conducted by various civic societies, the Board of Education furnishing only the building and janitor service. In Chicago the last report shows two evening recreation centers, their general spirit and management being similar to those found in New York. Neither of the schools used for the purpose, however, has an assembly-hall or a gymnasium. The centers are conducted by the principals who are in charge of the day schools in the same buildings, and who are therefore especially interested in the social problems of the district



in which they work. The sum of ten thousand dollars has been appropriated by the Chicago Board of Education to extend the work during the present year.

The work of the social centers in Cleveland has secured the continued interest of the community. Lectures upon patriotic topics have been given in twenty schools, and vocal and instrumental concerts in a number of others. In the effort to secure a closer co-operation between the school and the home, a course of "Plain Talks to Parents" by prominent citizens has been a special feature of the work. In Cincinnati the gymnasiums in eight of the schools have been opened at night, part of the work being directed by the University Settlement and local organizations. Free choral work is also provided on one evening per week, and free lectures are given at three centers.

In Milwaukee the Board of Education has conducted three social centers which were well attended by young people from fourteen to sixteen years of age. Older people also were welcome to enjoy the social privileges provided. Among the activities were debates, dramatics, concerts, physical training, and classes in sewing, basketry, and music. Pittsburgh opened in 1909 one school under the management of the Playground Association. Classes in domestic science and woodwork, physical training, games, and clubs occupy five evenings per week.

So far as careful inquiry has been able to discover, the above cities are all in which the boards of education have permitted or encouraged social or recreation centers.

#### PRESENT PLAN OF ORGANIZATION

For the current school year provision has been made for conducting thirty-eight (38) centers, in New York City, twenty-six (26) for boys and men, and twelve (12) for girls and women. Most of the centers are opened every night of the week, except Sunday, the hours being from 7:30 to 10 o'clock. In the less congested districts the centers are open for only two nights a week (Friday and Saturday), thus affording no interference with the evening schools in session from Monday to Thursday inclusive.

Each regularly organized center is in charge of a principal who is expected to be a practical gymnast, and who has taken a full course in athletics at college or at some physical-training institute. Efforts are made to secure as principals men and women who are endowed with the true

social spirit, and who, by their enthusiastic love for the work, are real missionaries in the elevation of the social, moral, and physical standards of the neighborhoods in which the centers are located. No problem is more worthy of the attention of a Board of Education than the selection of the proper executives to be placed in charge of this work. The principals must be tireless in energy, resourceful in initiative, attractive in personality, indefatigable in the capacity for work, indomitable in courage, refined in manner, and above all, as Theodore Roosevelt once remarked, "they must love their job."

The selection of teachers is almost equally important, though, if the principals are capable and earnest, they will soon train persons of average ability to be satisfactory assistants in the work. Financial inability often prevents the appointments of as many teachers as may be necessary. In certain buildings, also, the architectural construction may be such that the playground or gymnasium is subdivided by walls or columns, and more helpers will be needed for the work. The largest center in New York has an average attendance of 963 pupils, and the work is directed by one principal assisted by seven teachers. As a rule, in the boys' and men's centers the principal is provided with one or two gymnasts, one club director, one teacher for the game room, and one teacher for the study room. In girls' centers a pianist is also provided for the folk-dancing and athletic drills. When baths are in use, a bath attendant is provided.

#### NATURE OF ACTIVITIES

Recreation centers, as they are now organized in New York, include the following departments: clubs, gymnastics, game and library rooms, mixed dancing classes, and study rooms.

*Clubs.*—The most vital forces in every successful center are the clubs. They not only give an *esprit de corps* to the movement, but they are also the means of attracting large numbers of young men and women who are interested in forming an organization with some definite aim. These clubs may be classified as: athletic, social, literary, philanthropic, and civic. In all of them the director of clubs insists that the members conduct their meetings according to the rules of parliamentary procedure, and valuable lessons in practical civics and self-government have been learned by the members of the 774 clubs organized during the past year.

In all the clubs written minutes of the proceedings have been regularly

kept, and the secretary's duties have been made of considerable importance. In most of the clubs there has been an attempt to have some literary work, even though it be of the most elementary nature. It must not be forgotten, however, that the great majority of the club members are busy at their arduous labors, generally physical, during the day, and the club meetings must therefore be recreative in character, and not so severely mental as to discourage the attendance of those we are striving to reach. Some of the purely literary clubs have done very creditable work, and excellent debates with other clubs in the center have been conducted. Some very successful debates with other centers, and open meetings of a general literary nature, have served to furnish a larger audience for the aspiring young speakers than could be given in the limited circle of the club. Probably the most successful public meeting was that of the Maxwell Civic League of E.R.C. No. 141, Brooklyn, at which an audience of over twelve hundred enjoyed a delightful program, the chief number of which was a dramatization of a meeting of the Board of Estimate and Apportionment. If Mayor Gaynor, Comptroller Prendergast, and the other members of the real board had been present to listen to arguments advanced by the young speakers, there would assuredly be an increased appropriation granted to the Board of Education. Several dramatic clubs have flourished, and while the plays produced have been staged with great difficulty and elaborate costumes could not be supplied, ingenious attempts at realism have been made. A performance of *Little Women* given by the Louisa M. Alcott Club of E.R.C. No. 177 is worthy of favorable comment.

In the larger centers, an executive council or senate, consisting of two delegates from each club, has been organized. Their meetings, held biweekly, have done much to unify the work of the center, and to make possible more important club activities than before. Many of the clubs have provided pennants or banners for their club rooms, and have adopted distinctive colors and pins. In a number of cases photographs have been taken of the club membership, which in later years will be valuable souvenirs of the happy evenings the members have spent in their clubs. It is impossible to estimate a greater good to our city in the way of a broader citizenship and a higher standard of living than can come from these clubs, wisely guided by the directors and principals. In a few years the young men will have attained their majority, and will be citizens who appreciate patriotism as higher than party, and the

general good of the city as being the proper desire of every adult inhabitant.

*Gymnastics.*—Effort has been made to utilize every form of physical exercise possible in the limited quarters of our school playgrounds. In the newer buildings the advantages of higher ceilings and freedom from so many supporting columns have been contributing factors of great importance. So far as possible, the following program has been attempted:

a) *Gymnastics:*

- (1) Calisthenics. (2) Drills (Indian clubs and dumb-bells). (3) Apparatus work.

b) *Athletics:*

- (1) Dashes and potato races. (2) Relay races. (3) High and broad jumping.

c) *Games:*

- (1) Basket-ball. (2) Indoor baseball. (3) Hand-ball. (4) Volley-ball, center-ball, etc.

In girls' centers, instead of the regular athletics, folk- and aesthetic dancing has been the feature of interest.

In a number of centers, classes have been organized for the young men intending to take the physical examinations necessary for the fire and police departments. These classes have been very successful in preparing many men who have succeeded in passing the rigorous tests required. It is to be regretted that in many cases the interest of the men in the centers has ceased after appointment, owing frequently to a change of residence due to their new appointment.

In all matters pertaining to athletics and to dancing there has been no attempt to train specialists or star performers. The effort has been to encourage regular and systematic training which would lead to better physical development of the many, and secure a higher average of strong young men and women.

Mention should be made of *The Observer*, a publication issued by the young men of E.R.C. No. 188, and containing important items of interest regarding the athletic progress of all the centers. Several issues have been published, and much has been done by the organ to stimulate a friendly feeling among the centers. It is to be hoped that this experiment in amateur journalism may continue to be successful.

*Tournaments and athletics meets.*—A very successful basket-ball

tournament was held during the spring months. The entire city was divided into three districts, and by a process of elimination the winning teams were narrowed down to two in each class. The finals were held in the Twelfth Regiment Armory, the prizes being handsome trophies presented by Hon. Egerton L. Winthrop, Jr., president of the Board of Education, and City Superintendent William H. Maxwell. During the progress of the series each team played one game on the home court and one on the visitor's court. If a tie resulted, a neutral court was selected. The meetings so arranged brought the young men of different parts of the city into generous competition, and, while in many cases spirited rivalry resulted, the general tendency was to break down racial and class differences, and thus to make the young men better citizens of our cosmopolitan city.

The general athletic activities were brought to a successful close by a very enthusiastic athletic meet held at the Seventy-first Regiment Armory. Because of the very large number of young men who desired to compete, it was necessary to limit the number of entries in each event to three from each center. Strict rules of eligibility were also drawn so as to prevent any members of high-school, college, or outside athletic teams from competing. Principals were urged to limit their competitors to those who had been bona-fide members of the centers, and thus to keep out any who had not a clear right to compete. These efforts resulted in excluding some expert athletes who would not have been desirable competitors, and served to divide the prizes among the representatives of many different centers.

Suitable trophies for the center obtaining the highest number of points and for the centers winning the senior and junior relay races were offered by prominent citizens. A large and enthusiastic assemblage cheered the competitors, and the various cries and songs of the "rooters" rivaled those of a college gathering. Very favorable press comments were given, and many visitors pronounced the meet the most successful in the history of the recreation centers.

*Game and library room.*—This room should be made the most attractive in the center. It should therefore be well illuminated, and the chairs and tables provided should be well adapted for the young men and women who attend. During the past winter efforts at decorating the rooms have been begun, and very fair success has been attained. As a rule the game room is near the entrance, and it should therefore be made

a place of real attraction, so that those who enter will feel that they are cordially welcome to the center.

The tables hitherto furnished have not been entirely satisfactory and have not always been strong enough to withstand the continued usage. During the coming season, however, we are to have a number of very substantial tables which have been made in the Vocational School for Boys. They have been made especially strong and are admirably adapted for the game room. In the tops of the tables checker boards have been made of inlaid squares. This plan will save much time in distributing the game most used in the centers. The fact that the Vocational School can co-operate with a separate branch of the school system will make strong friends for the former among the attendants at recreation centers.

The teachers endeavor to persuade those who attend to learn new games, and not to be content with playing the simpler card games, such as "Authors" and "Battles," in which there is an element of chance predominating. Much valuable information has come to the players from the geographical and historical games provided. While checkers continues to be the most popular game, many have been led by the teachers to learn chess. In one of our centers, the chess team won a tournament from one of the high schools, and also played a draw series with the chess team from the New York University.

Every center is provided with fifty books from the New York Public Library. The titles include fiction, history, travel, poetry, and general literature, the books being changed frequently. There has been a great improvement in the literary standards of the men and women attending the centers. The issues of current magazines are also kept on file, and attract many readers.

*Mixed dancing classes.*—During the past season, dancing classes were successfully organized in a number of the centers. The classes met once a week in the centers for girls and women, and the attendance of the young men was largely limited to those who were accredited club members of some neighboring male center. The principal of the latter signed a card setting forth that the applicant was a reliable and regular club member. The woman principal in charge of the center in which the mixed dancing class met became the final judge as to the desirability of the applicant.

The principals were most careful and discreet in their supervision

of the classes, and there was no effort to aim at large numbers. The members of the classes were made to realize that all should co-operate to make the classes so proper in every way that no act of any member could be criticized. There was a gratifying improvement in the general appearance of the young men. The association with the young ladies not only developed a higher social tone, but also led the young men to be very careful about clean collars, neat neckties, polished shoes, and everything that pertains to correct personal appearance. Definite attempts were made at instruction in dancing. The first part of the evening was devoted to lessons to beginners, then a period of instruction for all, and the last period was devoted to general dancing. The young men were allowed to attend only one dancing class a week, so that they could still have time to attend their club meetings, and also benefit by the systematic physical training of the gymnasium.

The principals and social workers confidently look upon these classes as furnishing the correct antidote to the evils resulting from the dance halls in congested districts, so often run in connection with the lower order of liquor saloons. In this connection the following words of Mayor William J. Gaynor will bear repetition: "All young people want to dance. It is a perfectly wholesome desire. The boys and girls of today want to dance—and mark my words—they will dance. Therefore, it becomes the duty of every city to see that its young people dance in the right place. The gymnasiums of public-school buildings are a safe place."

*Study rooms.*—In connection with most of our centers, study rooms have been established. The attendance has been large, so great, in fact, that in some quarters we were hardly able to take care of all who applied. The children who have no proper places in which to study at home flock to the well-lighted study room, where comfortable seats and desks, and the guidance of an experienced teacher, serve to help the children prepare their lessons under proper surroundings.

The results derived from these rooms are potent factors in tending to reduce retardation, for most of the pupils who use the study rooms succeed in being promoted. In one school, out of the two hundred who attended the study rooms all but one were promoted at the end of the term. In some of the schools we have two teachers, thus enabling the principals to make a better grading of the pupils, the older ones being placed in one room and the younger ones in another. Some of the higher

pupils have been of great assistance in giving aid to the pupils of the lower grades, and have been able to improve themselves on account of the review work thus occasioned.

These rooms are not simply intended to furnish places where children can prepare their written lessons. The effort has been to make the name "study room" of real significance. Insistence has therefore been laid upon a quiet discipline, and no more inspiring sight can be witnessed than to see forty, fifty, and sometimes more pupils studying their history, geography, or grammar, or preparing other lessons assigned. Reference books are consulted, an occasional question is asked of the teacher, pen or paper borrowed, and all amid an atmosphere which makes for mental growth and, what is more important, develops the study habit.

#### SUGGESTIONS FOR FURTHER DEVELOPMENT

1. All new school buildings should have the first (ground) floor constructed with high ceilings, so that the indoor yard or playground may be properly equipped as a gymnasium at night.

2. It is necessary that adequate electric lighting be provided, especially in the game and library room. The entire center should be as well illuminated as a theater, saloon, or moving-picture show. It will thereby prove cheerful and attractive to visitors.

3. Mixed dancing classes are to be encouraged, but they must be carefully supervised so that both sexes may realize that the privilege is one that will be withdrawn from any person found to be unworthy.

4. In connection with the centers, one of the kindergarten rooms should be used at night as a "Mothers' Room." Here upon two or three nights of the week the mothers should gather to receive from a trained nurse full instructions regarding the proper care of babies, nursing, bathing, clothing, and such other topics as concern the care of infants.

5. The auditorium should be located on or below the street level, and be provided with movable furniture, to permit dancing, drills, pageants, and athletic exercises.

6. The auditorium platform should be sufficiently elevated that it may be used for little plays. An inexpensive curtain would be a great aid to the simple dramatic performances which may be attempted by the clubs.

7. The waste place in the cellar should be utilized for the installation of bowling alleys. Besides the area necessary for the heating and electric plant, there is ample room in large buildings for two, and in some cases for four alleys. These can be used by clubs attending the centers. The



expense of the equipment will add less than one-half of one per cent to the first cost of the building.

8. One side of the playground should be boarded, so as to provide proper space for hand-ball courts.

9. In connection with the clubs, the cooking-rooms of the day school should be used Friday and Saturday nights by mothers who should receive instruction in plain cooking, bread making, and simple dietary preparations.

10. Sewing clubs should also be organized for women who will not attend the regular instruction of the evening schools. Once or twice a week a practical teacher or dressmaker should give lessons in darning, patching, renovating old garments, and the making of simple articles of clothing.

11. In the less congested portions of the city, where it is not advisable to establish regular recreation centers, use can be made of some of the vacant rooms. These should not be installed with school furniture, but should be left for club purposes. The young men of the neighborhood should be permitted to use these rooms at night, and to instal at their own expense pool and billiard tables. Another room can be used as a game and library room. Such a plan would require only the services of one teacher, and a hundred or more young men would thus be kept from evil influences at night.

12. Where possible, larger opportunity should be afforded for the development of glee clubs and choral singing. In every school there is a piano, and by furnishing an enthusiastic teacher much can be done to instil a love for good music among our young men and women. No single activity can be conducted at such small expense and give more pleasure and profit to so many people.

13. Evening recreation centers should be furnished with baths, so that after the vigorous physical exercise there may be a chance to take a cool shower bath before venturing out into the night air. This is especially essential for the men and boys who take violent physical exercise, or who play such games as basket- and hand-ball. The main cost is the initial expense of installation. As the centers are usually located in the poor sections of the city, the shower baths are of great hygienic value, as many of the apartments are unprovided with proper bath accommodations.

14. In better neighborhoods, upon one or two evenings per month,

there should meet a "Fathers' Club," devoted to the discussion of civic, industrial, and social topics, and especially to the great American problem of how to bring up a boy in a great city. There will also be an opportunity to have explained the value of school report cards, and the scale of ratings adopted by the teachers of the day school. In some neighborhoods the above is well taken care of at regular parents' meetings conducted by the day-school principal.

15. Once a week in the auditorium or assembly hall there should be an exhibition of moving pictures. The topics illustrated should be educational in character, including manufactures, agriculture, transportation, history, geography, art, and literature.

16. It is very necessary that measures be taken to continue the work of social and recreation centers throughout the whole year. In most cities the work is abandoned from May to October. During the summer period the clubs disintegrate, and it is a long time before reorganization is effected in the fall. A further danger is that dance halls, pool rooms, and such places, which are always open, will attract the young people, encourage evil habits, and make it very difficult to get them back to the centers.

17. There is also to be desired a gradual extension of the use of the school auditoriums for the discussion of municipal problems. Matters of budget appropriations, railroad franchises, new high schools, proposed bridges, and the like, should be fully discussed, not only in the editorial columns of the papers as now, but also in open meetings held in the large auditoriums of our public schools.

In conclusion, may I say that the needs of sensible and practical economy demand a larger use of our public-school buildings than the usual plan of only using them for five hours a day and for five days a week. One of the chief property assets of every city is found in the public schools. Not to make ample use of this valuable possession is unbusiness-like and un-American. It is especially necessary because our young people should not only learn lessons of scholarship, but also lessons of real life. The natural desire of the young people to play must be encouraged, and their active interest secured in all public improvements.

I commend to all the excellent advice of President William H. Taft, as set forth in a recent address: "It is in their idle moments that the young contract the habits that lead them downward, and it is in their leisure that they can make their character what it ought to be."

## VI. THE ROCHESTER CIVIC AND SOCIAL CENTERS<sup>1</sup>

EDWARD J. WARD

The University of Wisconsin, Madison, Wis.

Formerly Supervisor Social Centers and Playgrounds, Rochester, N.Y.

On February 15, 1907, delegates from eleven organizations, representing more than fifty thousand citizens of Rochester, met in the Chamber of Commerce and organized the School Extension Committee. One of the leading spirits in this body was Mr. Howard Bradstreet, who has done much for the playground movement in Rochester. He is now continuing his good service in New York City. The committee asked for and secured an appropriation of five thousand dollars, to be used in maintaining one playground and one vacation school, and to make a beginning of social-center work. It also gained the consent of the Board of Education to administer the funds.

On November 1, 1907, School No. 14, which is equipped with a gymnasium, shower baths, a library, magazines, stereopticon lantern, etc., was opened as the social center of the community. The week was divided so that the men and boys had the use of the building on three evenings, and the women and girls on two evenings. One evening was devoted to a general gathering for a lecture or entertainment, followed by a social hour for all. Directors were appointed to take charge of the men's and women's gymnasium work, the library, the boys' and girls' clubs. An assistant to the regular day-school janitor was engaged to do janitor work. Within a month after the opening of the center, clubs had been formed of men, women, boys, and girls—self-governing clubs meeting once each week and devoting themselves not only to the usual parliamentary business of a club, but especially to the development of an intelligent public spirit by the open presentation and free discussion of public questions. Before the end of the year, in addition to School No. 14, four other schools opened their

<sup>1</sup> Reprinted with permission from the *Proceedings of the Playground Association of America*, III, 387-95 (January, 1910). Mr. Ward was to prepare a paper especially for this yearbook, in which he planned to discuss his Rochester and Wisconsin work, but was prevented by illness from doing so.—EDITOR.

doors to social-center work—two for men's civic club meetings and two for boys' clubs, or "Coming Civic Clubs."

At the end of the first season about seventy-five men frequenting Social Center No. 14 signed the following letter:

*To the Honorable, the Mayor and Common Council of the City of Rochester, N.Y.:*

Knowing that the question of extending the social-center work of the public schools is now before you and believing that the judgment of the men who have frequented the Social Center at School No. 14 may be of value in this matter, we, the undersigned voters, residing in the neighborhood of School No. 14, and members of the Men's Civic Club of the Social Center, declare that in our judgment the opening of the public school in the evening for recreation, reading, and club meetings, so far as it has been tried at School No. 14, is an unqualified success.

Not only does it give opportunity for wholesome athletic exercise, literary culture, and training in good citizenship to the older boys and girls, and the young men and women of the community; and in its free lectures afford opportunities for entertainment and instruction to all the people: but especially in its clubs for men and women it is of great value as a place for the discussion and understanding of civic questions and the development of a good community spirit.

In our opinion there could be no more wise and economical investment of the city's money than in the extension of the social-center movement; and we do most heartily endorse the recommendations of the Board of Education in this matter.

The experiment for the first year was regarded as being so successful as to warrant doubling the appropriation for the second year. In addition to Social Center No. 14, two other school buildings—the West High School and School No. 9—located in widely separated sections of the city, were opened as community gathering places. The arrangement regarding time, equipment, and direction for the second year was practically the same as that made for the first year. During the second year, in addition to the men's civic clubs that had been formed during the previous year and those which were formed in the newly opened centers, a number of others were organized in various sections of the city. They represented every class of people and practically every interest in Rochester. In the middle of the second year these clubs formed themselves into a League. The reasons for organization and the purpose of the League may be taken from the preamble to its constitution:

The steady growth of the civic movement from its beginning in December, 1907, when there was one club with twelve members, to the present, when there are sixteen clubs with fifteen hundred members, seems to justify the belief that there is a permanent, real need of non-partisan organizations of adult citizens, meeting in the public-school buildings for the purpose of developing intelligent public spirit by the open presentation and free discussion of matters of common interest; and that the civic clubs meet that need.

To increase the effectiveness of the civic clubs and to further their purpose—especially in matters such as the securing and entertaining of distinguished visitors to the city, in giving unity to the expression through the various civic clubs of the people's will in the matter of desired legislation, and in guiding the further extension of the civic-club movement with a view to the welfare of the city as a whole—it is desirable to form a central league of federation of these civic clubs.

We, the chosen representatives and delegates of the several civic clubs of the City of Rochester, do hereby form such a League of Federation.

On April 8, 1909, Governor Hughes accepted the invitation of the league to visit the social centers and civic clubs, to dine with the officers, and to address the members of the various organizations. During the course of his address he said:

You in Rochester are meeting one of the great tests of our democratic life. You are proving that the virtues of humanity far exceed in force the vices of humanity. You are showing that it is health that is really contagious, and that in a progressive community the most intelligent of the citizens turn their attention to the thought of mutual improvement and of enlarging the area of the real opportunities of life. . . . It is in the social centers of Rochester that I should look for an answer to the question whether in a great democratic community you are realizing the purposes of society.

I have enjoyed seeing the splendid provision that is made through this movement for the promotion of physical well-being. How little we realize that character must have its basis in self-respect, and that it takes a good deal of a saint to have self-respect when one is not well and vigorous! I rejoice that boys and girls, and men and women are having an opportunity to lead normal lives, and to get the sound physical basis upon which everything else in life so largely depends.

I congratulate you upon the use that is made of the fine public buildings that have been erected for educational purposes. . . . We used to pass these stately edifices of education after school hours and found them closed and dark—interesting only because of the architectural beauty or curiosity of their façades. Now I do not know when the janitors find time to clean

the public-school buildings of Rochester. [Vaccum-cleaning plants are being installed in the new school buildings of Rochester.] It seems to me that they are being used all the time. This use of the school building is a school-extension proposition: what the community has paid for is now enriching the community in larger ways than were at first thought possible.

But you have not stopped there, and I am glad of that. You are organized in civic clubs, you have federated these clubs, and you are discussing public questions. We cannot have too much of that. . . . We have nothing to fear in this country if we can only have enough of that; the danger is in having too little.

The second season of the social centers, like the first, was most successful. The appropriation for the third year, that is \$22,000, was an increase of more than 100 per cent over the amount appropriated for the second year.

A detailed statement of all the activities of the social centers would mean a repetition of *The Story of the First Two Years*, a book of one hundred and twenty-four pages published by the League of Civic Clubs. It will be well, however, to speak of one or two of the great problems whose solution can be found along the line of this development, if we may judge from the beginnings that have been made.

One of these is the immigration problem—the great question of how to receive and assimilate the foreigners. At a public meeting of the first Italian Men's Civic Club, one of the members spoke of the service of the social centers in these terms:

When you meet the Italian half way, as you do in the social centers, recognizing that he as an Italian has something to bring, something to contribute to the common store; when you teach him to love and honor the American flag and all that it stands for to him; when you make him feel friendly—you make him feel that he is a man, and that he must be worthy of his larger citizenship.

The immensely important problem of furnishing wholesome opportunities for young men and women to meet and become acquainted finds a satisfactory solution in the opening of the social centers, in the custom of allowing the boys' clubs to entertain the girls' clubs, and especially in the practice of having a general social gathering each week.

The problem of the home, which is second to none in importance, finds a partial solution in the opening of the social centers. The social

center gives an opportunity for the whole family to find its outside recreation in the same place.

The equally important problem of civic improvement and real democracy also finds its solution here. It was at the organization meeting of one of the men's civic clubs that the alderman of the ward said:

The value of a civic club from the point of view of the private citizen has been stated. I want to say a word in regard to its value from the point of view of the public servant. An alderman is elected to represent the people, but how can he represent the people unless he knows what the people want? And how shall he know what the people want unless they tell him? I welcome the civic club because it will give me an opportunity to learn the will of the people in this neighborhood.

Finally the social center meets directly and effectively the problem of the boy at the most difficult and critical period. It was soon after the opening of the social center at School No. 14 that the director was stopped on the street by a merchant whose place of business is near by. The merchant said:

The social center has accomplished what I had regarded as impossible. I have been here nine years and during that time there has always been a gang of toughs around these corners, making a continual nuisance. This winter the gang has disappeared.

"They are no longer a gang," answered the director, "they are a debating club."

In closing permit me to quote some verses entitled, "What Social Center Means," which were written by a young man of one of the social centers. They are to be sung to the tune of "Auld Lang Syne." We may criticize the construction of the verses, but cannot deny that, coming from a member of the social center, they have real meaning:

## WHAT SOCIAL CENTER MEANS

### I. ALL

Did you ever stop to figure out  
What "social center" means?  
Here you will find democracy,  
Men—kings, and women—queens.

Here each one can express his thought.  
All stand on equal ground;  
Here differences are all forgot,  
Here brotherhood is found.

## 2. BOYS

We boys, who used to waste our time ,  
On corners of the street,  
Now turn our back on loafing:  
We've a better place to meet—  
A place where we can build ourselves,  
Our body and our mind;  
And we will surely "make good" here.  
The center pays, you'll find.

## 3. GIRLS

We girls, who used to pose in front  
Of mirrors half a day,  
Now have the roses in our cheeks;  
Our powder's thrown away.  
We know that brains are more than hats,  
That heads are more than hair;  
We're here because we mean to be  
Useful, as well as fair.

## 4. MEN

We men here meet without constraint  
Real questions to decide;  
To face the common enemy  
We stand here side by side.  
Old prejudice is on the run;  
Injustice, too, shall go.  
Why Rochester should not be right  
To us you'll have to show.

## 5. WOMEN

We women count as human here,  
We've head as well as heart.  
In solving civic problems we  
Have come to do our part.



For the ideals of the home  
Expression we shall find  
In cleaner, happier city life,  
More beautiful and kind.

6. ALL

And so we've told you what to us  
The social center means.  
Here you will find democracy,  
Men—kings, and women—queens.  
Here each one can express his thought.  
All stand on equal ground,  
Here diff'rences are all forgot,  
Here brotherhood is found.

## VII. HOME AND SCHOOL ASSOCIATIONS

---

MARY V. GRICE

President Home and School League, Philadelphia

---

A new force is being recognized today in the educational world—a force elusive, vague, not yet harnessed by the thongs and cords of organization, but none the less a force that is being reckoned with. It is the newly expressed impulse of the home that in turning its sometime indifferent gaze upon the school and reaching out toward the same in the spirit of co-operation has quickened into activity a latent power. This power is permeating strata after strata of social life. It takes on different forms in different places, but its key-word is the same wherever its outward and visible expression is seen—and that is “together”—the working together of the two great formative forces in the life of the child.

This movement began in the early days of the kindergarten. It was so perfectly natural for the mother to follow her very little child into the school that soon her presence became an accepted part of all school functions, indeed of most of the school hours. Gradually the circle of co-operative interest widened until it spread through the higher schools, while it is even manifesting itself in many Sunday schools, indicating that the principle of co-operation obtains wherever the best interests of the child are to be furthered.

By way of suggesting the extent of the movement in our own country we would quote from the office records of the Home and School League in Philadelphia for the month of November, 1910: “Forty-five cities have communicated with this office during the past month relative to the formation and method of conducting Home and School Associations.” There are few school communities today that are not at least discussing the subject, even though by reason of misapprehension on the part of the authorities, or by indifference or fear of extra burden on the part of the teachers it has not yet been accepted as an educational factor to be used as an uplift in community life.

The character of the work is purely that of social service. It must

be commenced and carried forward in the spirit of love—love that never patronizes, that never “goes down” but simply “goes along.” With such a spirit the movement is limitless in its possibilities for service.

The methods employed in carrying on these associations vary with the needs and conditions of the community, but the factor that seems imperative to the staying quality of the movement is that it *should come from the people themselves*, not be foisted upon them either by board of education or faculty of school. Yet he is a wise leader who, whether from the ranks of the profession or the laity, whether official or private citizen, can make the people realize the power gained through such organized effort.

One of the best methods of arousing public sentiment in this movement is to form a Central Committee of Citizens—educators, professional men, prominent women—who are willing to back the work both by moral support and financial aid. Let this Central Committee enlist the sympathy of the school board and teachers. (Be sure of the co-operation of the teachers. Wait, if need be, until they are converted. Their influence is essential to success.)

The committee should then organize a Bureau of Speakers—men and women of influence in the community—who will give at least one talk in a season upon some subject pertaining to the child's welfare.

Finally, send invitations not only to every home represented in any particular school, but to all homes in the community—whether they have children or not in the school—aiming to have the volunteers assume the conduct of the meeting under the advice and co-operation of the teachers. All meetings should be held in the school buildings.

Having gathered together an audience as suggested above, present the value of community work as a power for community good, and you will find there are very few such occasions that will not result in the formation of a Home and School Association relating itself to the best interests of the school and its community.

When once the organization is formed its growth and development are along lines which suggest a natural law such as governs all organic life. Its first interest is in itself, just as completely as the interest of the very young child is self-centered. The organization is interested in its particular school, in the particular group of scholars connected with that school, in its particular needs, just as each father and mother are most deeply interested in the children of their own family circle. Naturally

the subjects discussed at first take on the coloring of the new interest. Those having the care of the children in the home meet with the caretakers and instructors of the school, and in seeking an answer to the age-old question—"What of the Child?"—are creating almost unconsciously a new educational force. Through these meetings and conferences men and women who have never before given the subject thought are beginning to realize in some degree the purpose and method of the school and its trained workers. School policy and discipline are discussed and the child's new relation to community life made clear.

It is not long before a second stage of development is reached. Those in the home are not content to be directed along the line of effort that relates to the school only. They desire to know more of the great underlying laws that govern child nature so that they in turn may be better fitted to carry on their share of the work in the home. Fundamental ethical problems come to the front at this point, questions not now of school policy but of character building, upon which both home and school must agree in order to obtain desired results. And so without apparent planning the homes about the school are being stimulated and enlightened and lifted up to a higher plane of endeavor.

Then comes the third widening of the circle. Not "our school" so much, nor even our "homes," but the community's interest is the thing dear to the heart of this organization. "Not the one for the many but all for each" becomes the slogan, and a new interpretation of Democracy begins to dawn upon the minds of the members. The horizon of interest is easily pushed back at this point. The simple organization of the home and school forces has become more all-embracing. The great world movements press in, and thus the little groups connected in this way with the schools all over the country find themselves in turn a part of the world and its concerns. Is it not easy to see what a splendid educational factor this movement may be made?

One of the interesting phases of the work is the active participation in it of bodies already organized. Associations for furthering public education, patriotic societies, women's clubs, neighborhood workers' associations, and many others are affiliating with this movement in different cities and forming a vast army of men and women all working for a common cause.

The results are what might be expected. Wherever home and school organizations have been formed they have contributed to the advance-

ment of the educational and social interests of the community. Quoting from an editorial in the *Philadelphia Ledger* following the Annual Conference of the Home and School League this past fall we find this thought emphasized:

The League's work has hardly begun in Philadelphia, yet no organization has been of greater beneficence in its direct and indirect results upon the schools themselves and upon the community than the work now being done by it. It is serving as an auxiliary to the Property Committee of the Board of Education in supplying bookcases, pianos, classroom decorations, trees for school grounds, material and equipment for extra classes which could not have been opened had they been compelled to wait to be supplied from the regular official sources, the equipment of playgrounds, and in many other ways contributing to the physical well-being of the schools. Besides these concrete benefits the movement is proving its usefulness as an aid to the school authorities in pressing their needs upon the municipality; it has in many instances given material aid to the Superintendents in providing books for the instruction of mothers in matters of sanitation and hygiene, lectures and entertainments for pupils and their parents, the organization of mothers' circles, and in making it possible for teachers to take advanced courses of instruction at the University of Pennsylvania Summer School. More important than any of these it has brought the public into closer relationship with the schools by the organization of social centers and the opening of the buildings for evening meetings and classes. In several schools classes for dancing, games, instruction in sewing and embroidery, in reading and dramatic recitation, in handicraft of various sorts, housework and home-making, physical training, etc., have been successfully conducted, and several neighborhood savings banks have been opened. All this could have been obtained in no other way than by the helpful co-operation of the public.

Within the past year in this one city alone nearly two hundred thousand people have gathered in the different school buildings from time to time after school hours, to say nothing of some twenty-seven thousand young people and children meeting in the social centers for various forms of recreational instruction.

It might be well while reviewing this movement to mention some of the difficulties one is bound to encounter, or the criticisms that are sure to arise in the working-out of any problem as great as the bringing together of two such widely separated institutions. One of the hardest difficulties to overcome in the beginning was the indifference on the part of the home. The urgent plea of a growing daughter, who had heard

her mother accept an invitation to attend a meeting in the school, voices the attitude a few years back—"Oh! Mother, please don't go. No one ever goes to the school *unless there is a fuss on.*" Today that attitude has changed. The home is eagerly knocking at the doors of the school, asking to come in and share with the trained teacher some of his knowledge concerning the child. This is not true of all homes, nor can it be said of any movement that it is ever accepted by all the people. The greatest difficulty to be overcome at present is to be met among the teaching body itself. With a system of education so overcrowded with that which has to be done "by the book" there is little time or energy left for the initiative required in the new field of Social Education. Yet so loud are the demands of the age for the service of brotherhood, so great are its claims, that despite their overburdened days many teachers are rising to this opportunity and responding with the gift of themselves to the needs of their neighborhoods. Such teachers are making a communal force of the school, and are relating it in ways unthought of before to the life of the people.

It is easy enough in the flush of enthusiasm of a new venture to effect an organization, but to carry on a sustained effort year after year requires tact and patience and hard work. There never has been, and probably never will be, anything that was worth doing that did not present difficulties that had to be met and overcome all along the way.

There are organizations that are making a study of the preparation of programs for home and school meetings, and for those who find it difficult to carry on that part of the work it is easy to secure assistance.

The criticism that those who need it most never come to the school can be met by Charles Dudley Warner's suggestion in *Back Log Studies*: "If you want a good fire *light it on top.*" The fire of community interest will burn through from top to bottom if only once it is lighted.

The criticism that this freer use of our school buildings subjects them to that much more wear and tear, which in turn necessitates added expense, can be met as was the teacher's remark when she said, "Look at these newly painted walls, and my unscratched desks; why, if the young people come in here of evenings the room will never be so nice again." The reply, "Yes, you are right, the room will never be 'so nice' again. It is all a case of relative values. Which would you rather have, unscratched desks or unscratched characters?"

It is hard to foresee just how great the educational value of this move-

ment may become in the future, it stands today big with promise. It is helping to make of the schoolhouses centers of light and usefulness, the influence of which cannot be computed by commercial standards, for the spirit of good citizenship radiating from each of these centers cannot be weighed nor measured, but the whole social structure will be the richer thereby.

## VIII. THE COMMUNITY-USED SCHOOL

CLARENCE ARTHUR PERRY

Russell Sage Foundation, New York City

Public School No. 9 of Rochester, New York, besides affording the regular elementary day instruction, is used also as an evening school for foreigners in the winter and a vacation school in the summer. Its yard is a public playground, not only during July and August, but after class hours throughout the year, while in the building itself is provided a place for the utensils and athletic paraphernalia needed in the games and sports. The large room of the school is both an assembly hall and a gymnasium. Here, in the margin of the day, are held public lectures, free literary entertainments, amateur theatricals, concerts, mass meetings, and moving-picture shows. When the chairs are removed it is given over to numerous dances, basket-ball games, athletic exhibitions, and other social doings. These occasions do not occur spasmodically and infrequently: they come according to an annual program which is both full and choice. They are provided by the city and enjoyed by the public without discrimination.

The class and kindergarten rooms serve by night and Sunday afternoons as places for reading both books and periodicals, playing quiet games, and rehearsing orchestral and glee music. There is no fee attached to these privileges and the people of the neighborhood make a liberal use of them. Thriving civic clubs—four separate organizations for men, women, young women, and youths—also have quarters in the building while free classes of both sexes rotate in the use of the gymnasium, which is well equipped with apparatus and shower-baths, and manned with a staff of competent specialists. Such, briefly, are the main features of what is probably one of the best examples of a community-used school in this country, or indeed, in the world.

There are fortunately many other American schools which afford these privileges in varying degrees. As in the case of this Rochester school they supplement the regular day instruction with activities which enrich the lives of grown-ups as well as children and thus serve more adequately the communities in which they are located. This larger



use of school property not only affects the community; it develops the school as well. First let us consider the effects upon the community. These, for the sake of clearness, may be grouped under three heads: public health, civic efficiency, and social solidarity.

#### I. PUBLIC HEALTH

Perhaps the most obvious way in which the wider use of school property contributes to the physical well-being of the community is found in the increased opportunities for play and enjoyable hand occupations afforded by vacation classes and yard games and sports. Jumping, calisthenics, basket-ball, and dancing give not only immediate benefits but also permanent ones, since they foster athletic habits. But for the shower-bath, first taken at the playground or in the school gymnasium, many people would probably never acquire the custom of daily bathing. The art of swimming which is included in many playground and recreation-center programs is not only a valuable physical exercise but an accomplishment of prime importance in certain emergencies. The chinning, jumping, and running events which constitute the badge tests and class athletics now carried on in many schools give bodily strength and inculcate, at the same time, notions of the simplicity, cheapness, and effectiveness of the elemental, really necessary things of life. Folk-dancing, especially, represents the maximum of benefit with the minimum of expense. Exhilarating, sociable, imparting grace, exercising all the muscles, quickening the important bodily functions, requiring small space per person, and economical of teaching material—its introduction has changed the aspect of life for thousands of city girls and it may be preparing heritages of rhythm and color for unborn generations.

The medical inspections given children at the playgrounds and the physical examinations held in the social-center gymnasiums affect beneficially not only the subjects themselves but indirectly their relations and friends, by setting higher standards of physical efficiency and by suggesting ways of discovering latent weaknesses. Of a similar value are the playground exercises specially prescribed for children with wry-neck, spinal curvature, and other deformities; the pure milk distributed and the day-nursery care afforded now in city-school yards during the hot months. A beginning which may have even more far-reaching effects upon the health of American school children is to be seen in the warm, nourishing lunches now furnished in some of the

schools of Houston, Texas, by the Mothers' Clubs of that city. Considerable loss of life is undoubtedly prevented through the mere withdrawal from the crowded city streets of large numbers of children through the attractions of the playground and vacation school. It is to be hoped also that drawing them out of the homes and leaving the housewives greater freedom for household duties results in cleaner rooms and more appetizing meals for the whole family. There can be no doubt, however, that both the training rules which surround participation in out- and indoor sports, and the custom of spending leisure time in social and evening recreation centers promote temperance in the use of stimulants on the part of young men. So much for the physical effects of the *practices* in community-used schools.

Concerning the health-giving instruction imparted in these centers an example is found in the results of an evening illustrated talk given in one of the Cleveland schools. It was entitled "How We May Aid the Fight Against Tuberculosis," and afterward the committee in charge received over forty letters from pupils telling of sanitary changes which had taken place in their homes. In Chicago the Visiting Nurses' Association carried on one summer a campaign of education through the vacation schools for the purpose of ameliorating the diarrheal diseases in young children. These schools also send out through the children a constant stream of information upon the best ways of cooking, preserving food, securing pure milk, and keeping the home clean. In many playgrounds babies are bathed by trained nurses in the presence of the mothers who are also given other instruction about the care of their infants.

Over one hundred of the lectures given annually by the Board of Education in New York come under the head of physiology and hygiene, while in the social centers and home and school meetings throughout the country a large part of the talks given are devoted to such topics as "The Care of Infants," "Pure Milk," "The Prevention of Contagious Diseases," "First-Aid Methods," and the advocacy of a bloodless Fourth of July. In the club meetings the mothers and wives not only discuss similar subjects but exchange recipes, learn how to clothe their girls properly and how to stop cigarette-smoking among their boys. Thus through thousands of channels opened by the wider use of school property is the wisdom of the physician and the scientist being conveyed into the homes of the inexpert and the susceptible.

## II. CIVIC EFFICIENCY

In the work of rendering more effective and less wasteful those services for the whole community which it delegates to representatives, school extension can render valuable assistance. Citizens must be adequately informed before they can exercise "efficient citizenship." How organizations meeting in schoolrooms help civic progress is illustrated in Rochester where, at the second meeting of the pioneer Men's Civic Club, "The Duties of an Alderman" were discussed by a member of that body. In responding to a vote of thanks he said: "You have given me a vote of thanks. I feel that I want to give you a vote of thanks for the privilege of speaking to you and hearing your frank discussion of my words. If you have been benefited by my coming here, I have been benefited more. If every member of the Common Council and every other public servant had, frequently, such opportunities as this to discuss public matters with those to whom he owes his appointment it would mean that we would have much better, more intelligent representation of the people's interests and a cleaner government."<sup>1</sup>

Some of the other topics discussed by the civic clubs in this city are: "The Duty of a Citizen to the City," "Idealism in Municipal Politics," "Why Vote for Taft?" "Democratic Policies," "Socialist Policies," and "Prohibition Policies." The reason for the success of these meetings given by a prominent schoolman who was visiting Rochester is as follows:

Yes, I see it. The foundation of this development in Rochester is the right of free discussion and democratic control. I have wondered why, in our city, although we have spent as much money and effort in having the schools used as Social Centers as you have, yet we haven't developed the same spirit. The reason is that the men haven't made use of the schools, and the men haven't made use of the schools because we have superimposed restrictions upon their discussion. It is strange to think that, in America, in the most essentially American of our institutions we have denied this right. Unquestionably the secret of the success of the Rochester movement is in the fact that it has not been un-American.<sup>2</sup>

And the men in these clubs do not limit themselves to mere talk. They have formed a league which works "for the city as a whole."

<sup>1</sup> Ward, *Rochester Social Centers and Civic Clubs*, pp. 29-30.

<sup>2</sup> *Fifty-fifth Report of Board of Education* (Rochester, N.Y.), p. 138.

They have been instrumental in securing playgrounds. Their agitation has brought about improvements in the streets and street-car service and the establishment of public comfort stations; and they have set the example of systematic action in opposition to unsatisfactory divisions of land by real-estate companies.

The civic effect of public lectures having such topics as these, selected from many on the New York Board of Education's program, is obvious: "Municipal Cleaning and Its Relation to Public Health," "Housing in Europe," "Factories, Tenements and the Sweating System," "Our New Water Supply," and "City Planning."

By way of preparing young people for community life the vacation schools render valuable service in teaching property rights to street gangs, curing juvenile delinquency, and affording backward pupils larger opportunities to secure promotion, privileges which may determine that they are to remain in school long enough to secure the civic education afforded in the last two years of the elementary course. The evening recreation centers yield not only the same sort of help to retarded pupils but through their clubs and debating societies the youths receive excellent parliamentary training and imbibe many facts about municipal affairs. Even the sports contribute to this end when they demonstrate in the conduct of some reclaimed tough that, as Miss Evangeline Whitney phrased it, "the athlete's code of honor is a triumph over lawlessness, the beginning of a citizen's conception of duty."

The kind of civic work done by the organizations which hold their meetings in schoolhouses is well illustrated by the activity of the Parent-Teachers Clubs of Auburn, New York, which, through a skilful agitation, secured a probation officer for the city, and also by that of the Parents' League, which offered prizes and held a neighborhood improvement contest in a suburb of Boston.

### III. SOCIAL SOLIDARITY

Among the forces tending to fill in the fissures in our social life which have resulted from the prevailing industrial system and the immigration of uncongenial aliens may be mentioned the supervised playground, the evening recreation and social centers, and the basement or hall where folk-dancing is held. Playground workers frequently tell of race feuds which have either entirely disappeared or been converted into enthusiastic competitions through the effects of organized games

and sports. The peasant father acquires a different feeling toward Americans when his daughter dances his national dance before him and tells of the good times she has after school. The natives also feel a new respect for the poor foreigner when at some school festival they see him participating gracefully and joyously in an exhibition of the merry-making which had lightened the labors of his people for generations past.

The domestic-science training of summer schools and playgrounds imparts to thousands of immigrant homes a knowledge of American customs which subtly undermines that greatest barrier to racial intermingling—differences in manner of living. The club-life of the evening recreation centers works toward the same end in a different way. How effectively, no one has more adequately expressed than Mrs. Humphrey Ward who, after a visit to several New York centers, reported as follows:

In another we found a thousand girls, divided in the same way between active physical exercise and club meetings (by the way, while one of the boys' clubs was debating Mr. Bryce's *American Commonwealth*, the girls were discussing *Silas Marner*); and, in the third, perhaps most remarkable of all, five hundred girls were gathered debating whether you should retain the Philippine Islands, with a vigor, a fluency, a command of patriotic language and feeling which struck me with amazement. Here were girls, some of whom could only have arrived in your country a year or two ago, and all of them the children of aliens, appealing to your Anglo-Saxon forefathers, and talking of your Revolutionary War and the Monroe Doctrine, of liberty and self-government, with an intensity of personal appropriation such as no mere school teaching could have produced.<sup>1</sup>

Adult foreigners are affected in similar ways by the privileges of school social centers.

When you meet the Italian half way [said a prominent naturalized citizen of Rochester] as you do in the Social Center, recognizing that he, as an Italian, has something to bring, something to contribute to the common store, then you teach him to love and honor the American Flag and all that it stands for to you, by showing some respect for his flag, and all that that stands for to him, then you make him feel friendly, you make him feel that he is a man, you make him feel that he must be worthy of his larger citizenship.<sup>2</sup>

In a different way, by the fusing effect of experiencing a common emotion, the social center exerts an amalgamative influence upon the

<sup>1</sup> *Tenth Annual Report of the City Superintendent of Schools* (New York City), p. 523.

<sup>2</sup> Ward, *Rochester Social Centers and Civic Clubs*, p. 90.

community which is needed by natives quite as much as by immigrants. Rev. Samuel McChord Crothers gave an instance of it when he said:

Not since Civil War days have I heard people sing with such spirit. The one justification of war is that it makes people realize that they have a common bond, a common interest—and they express that feeling in songs. You people of Rochester, in the Social Centers, have made the same discovery of a common bond. You prove it by the spirit of your singing. You have done a great thing. You have found a substitute for the only good thing about war, so that war is no longer necessary.<sup>1</sup>

How the school lectures aid in the assimilation of the alien is well illustrated in New York where provision is made for several of the races which are here in large numbers. The Italians hear in their own tongue a discourse upon the "Rights and Duties of an American Citizen." A Hebrew tells his neighbors about "Great American Literary Men," while the Germans listen to their compatriots expatiate upon musical celebrities. For the more recent immigrants there are lectures which are so fully illustrated with pictures and demonstrations that they are to a large degree understandable without much knowledge of English.

Again the public lecture exerts a needed cohesive force upon all who come within its range. The reason is well stated by Superintendent A. B. Poland of Newark:

The school building is the common forum where men and women of all social and intellectual grades meet on a level, as nowhere else—certainly not in houses of worship, since there they are necessarily divided into separate and distinct communions. Scarcely another place, except it be the polling place, can men of all classes meet on a common basis of citizenship; and even at the polls men are usually divided into hostile camps. Anything that draws men together on a common footing of rights, powers, duties, and enjoyments is a great social and moral power for good citizenship. Next to the public school, which tends to obliterate hereditary and acquired social and class distinctions, the public lecture held in the public schoolhouse and paid for out of the public purse is the most thoroughly democratic of our public institutions.<sup>2</sup>

#### IV. REACTION OF COMMUNITY-USE UPON THE SCHOOL SYSTEM

The president of the Pittsburgh Playground Association reports that as a result of its vacation-school work, industrial and domestic-science departments have been placed in a number of the day schools.

<sup>1</sup> *Fifty-fifth Report of Board of Education* (Rochester, N.Y.), p. 145.

<sup>2</sup> *Fifty-first Annual Report of Board of Education* (Newark, N.J.), p. 177.

In others play has been given a place on the regular daily program and many teachers have learned how to play with their children. Teachers commonly state that the pupils who have enjoyed summer-school and playground privileges return to their classes in the fall in a less demoralized condition and settle down to work with less friction and trouble.

The success of the summer-school activities is undoubtedly responsible for the tendency now noticeable in many places to extend the period of the regular day instruction. Cleveland has been so successful in running the new Technical High School twelve months in the year that plans are now being made to place the elementary instruction on that basis, and the idea has attracted attention in other cities. In Oakland, California, some of the schools have been opened Saturday mornings to allow instruction in domestic science and manual training. In New York, Newark, and several other cities the children are allowed to hold games and folk-dances after hours in classrooms and basements.

Concerning the effects of systematic athletics and play upon school work Mr. Lee F. Hanmer has written as follows: "In cities where this work has been organized and given a fair test school authorities are practically unanimous that (1) class work is better; (2) the health of the school children is improved; (3) a wholesome school spirit is developed; (4) there is less trouble about discipline owing to the closer relation and better understanding between the pupils and teachers."<sup>1</sup>

The organization of home and school associations in connection with the larger schools created a demand for a meeting-place in the building more suitable than the ordinary classroom. The principals also wished a place where the whole school could assemble and the consequence has been that in many cities all plans for new elementary schools now provide for a spacious auditorium. Thus the building becomes better adapted not only for community-use but also for developing a healthy school spirit. Without a common meeting place the only other agency for creating this feeling is to be found in athletics, a very effective one, to be sure, but one that does not develop exactly the same kind of spirit that springs from a debate, an inspiring lecture, or a public exhibition of scholastic ability.

One of the arguments used in a recent successful campaign waged by the Civic League of Lexington, Kentucky, for the purpose of raising

<sup>1</sup> Hanmer, *Athletics in the Public Schools* (p. 11), Russell Sage Foundation Pamphlet.

funds with which to build a new model schoolhouse was the accommodation which would be made "for various social uses." Their appeal, speaking of the large room which could be used as kindergarten, gymnasium, or auditorium, said:

With the stage at the end and folding chairs it may be converted into an auditorium for stereopticon lectures, musical entertainments, and plays. When the school buildings belonging to the people are used by the people as their clubhouses, where recreation, physical activity, and educative amusement may be had by the young in proper environment the saloon evil and other social evils will not cut so large a figure in our civilization.

But besides this direct way in which community-use is securing better school facilities for the children there is a constant improvement in educational methods through the better understanding of the teacher's aims and problems which the parent has gained by being brought into the school building. The citizen, thus enlightened, in his capacity of taxpayer strengthens the schoolman's work with appropriations, and as parent gives him more effective co-operation in the home.

Finally, the forces which are rapidly transforming public schools into focuses of community life are genuine human needs, some elemental, others created by an unprecedented gregariousness, but all compelling satisfaction if the advance of the race toward its destiny is to be unimpeded. The matter has been well stated by Dr. Luther Halsey Gulick in these words:

Only upon the basis of personal understanding and mutual confidence is efficient and coherent social action possible. This is the foundation of democracy. Communities must have, therefore, material and social machinery by which various classes shall come to know each other; some instrument that shall cross-section racial, financial and social strata; something that shall go beneath these and touch fundamental human interests. Of these the central one is the love of children, and the machinery most natural, as well as most available, is the public-school system.<sup>2</sup>

<sup>2</sup> Introduction to Perry, *Wider Use of the School Plant*, p. vii.



## BIBLIOGRAPHY

Prepared by the Bureau of Education, Washington, D.C.

### CITY AND RURAL SCHOOLS AS SOCIAL CENTERS

- ANDREWS, FANNIE F. "Parents' Associations and the Public Schools," *Charities and the Commons*, 17:335-44, November 24, 1906.
- BARNUM, MRS. O. SHEPARD. "Women's Work in the Socialization of the Schools," in *National Education Association, Journal of Proceedings and Addresses* (1908), 1231-36.
- Discussion, pp. 1237-38.
- BRIDGMAN, L. B. Cf. partial list of references concerning the socialization of the public schools. *Western Journal of Education*, 10:222-23, March, 1905.
- BUCK, WINIFRED. "Work and Play in the Public Schools," *Outlook*, 80:725-32, July 22, 1905.
- BUCKLEY, WILLIAM L. "School as a Social Center," *Charities*, 15:76-78, October 7, 1905.
- BURNS, ROBERT L. "Schools as Community Centers," *Pennsylvania School Journal*, 57:490-92, May, 1909.
- Parents' day, Philadelphia schools, p. 491.
- BUTTERFIELD, KENYON LEECH. "Neighborhood Co-operation in School Life—'The Hesperia movement,'" *Review of Reviews*, 23:443-46, April, 1901.
- Also in *Western Journal of Education*, 6:12-15, June, 1901.
- CARLTON, FRANK T. "The School as a Factor in Industrial and Social Problems," *Education*, 24:74-80, October, 1903.
- [Chicago, Ill., Board of Education, sets aside \$10,000 for the establishment of social centers in public-school buildings.] *American School Board Journal*, 41:17, September, 1910.
- Near bottom of last column.
- Conference for the Study of the Problems of Rural Life, 2d, Charlottesville, Va., 1909. Addresses. [Charlottesville, The Michie Company, printers, 1909.] 98 pp., 8vo.
- COTTON, FASSETT A. "Country Life and the Country School," *School and Home Education*, 28:90-94, November, 1908.
- "On Saturdays and during summer vacation the boys and girls could study scientific farming, cooking, and sewing."

CROSBY, DICK J. "How May the Rural Schools Be More Closely Related to the Life and Needs of the People?" in *National Education Association, Journal of Proceedings and Addresses* (1909), 969-71.

Discussion, pp. 971-74.

DEWEY, JOHN. "The School as a Social Center," in *National Education Association, Journal of Proceedings and Addresses* (1902), 373-83.

ELIOT, C. W. "Full Utilization of a Public School Plant," in *National Education Association, Journal of Proceedings and Addresses* (1903), 241-47.

GRISWOLD, F. K. "Open Schoolhouse; Its Part in the Vacation of the Stay-at-Home," *Elementary School Teacher*, 9:517-19, June, 1909.

HEWITT, W. C. "An Ideal District School," *Western Journal of Education* (Mich.), 1:159-60, April, 1908.

With gymnasium and workshop. Joint district No. 1.

HOCKENBERRY, JOHN C. "Economic and Social Conditions of the Present-Day Rural Communities," in his *Rural School in the United States* (Westfield, Mass., the author, 1908), 8-17.

JOYNER, JAMES GADKIN. "The Adjustment of the Rural School to the Conditions of Rural Life as Observed in the Rural Schools of Page County, Iowa," in *Conference for Education in the South, Proceedings* (1910), 69-76. Also in *North Carolina Education*, 4:4-5, June, 1910.

KNAPP, SEAMAN A. "What Can the Teacher Do for the Improvement of Rural Conditions?" in *North Carolina Teachers' Assembly, Proceedings and Addresses* (1909) (Raleigh, N.C., Edwards & Broughton Printing Co., 1909), 116-30.

League of Civic Clubs, Rochester, N.Y. *Rochester Social Centers and Civic Clubs; Story of the First Two Years*. [Rochester], pub. by the League of Civic Clubs, 1909. 123 pp., 8vo.

Publishes also a monthly periodical called the *Common Ground*.

MOWRY, DUANE. "Use of School Buildings for Other than School Purposes," *Education*, 29:92-96, October, 1908.

NELIGH, CLARA D. "The School as a Social and Industrial Center," *Southern Workman*, 36:604-12, November, 1907.

PAULDING, J. K. "Public School as Center of Community Life," *Educational Review*, 15:147-54, February, 1898.

[The Pensacola play-school], *Playground*, 4:54, May, 1910.

PERRY, CLARENCE A. "Public Lectures in School Buildings," *New York City, Department of Child Hygiene of the Russell Sage Foundation* [1910], 57 pp., 8vo. ([Russell Sage Foundation. Department of Child Hygiene. Pamphlet] No. 52.) References, p. 27.

- PERRY, CLARENCE A. "The Wider Use of the School Plant," *New York City, Department of Child Hygiene of the Russell Sage Foundation* [1910]. ([Russell Sage Foundation. Department of Child Hygiene. Pamphlet] No. 51.)
- RILEY, THOMAS JAMES. "Increased Use of Public-School Property," *American Journal of Sociology*, 11:655-62, March, 1906.
- Rochester Social Centers and Civic Clubs. School Progress*, 1:29-30, November, 1909.
- The men's and women's civic clubs use the public schoolhouses for their meetings. School buildings are open every week-day evening, boys', girls', men's, and women's clubs using them.
- SCOTT, COLIN A. "The Influence of Kindergarten Methods on the Socialization of the School," *Pedagogical Seminary*, 16:550-56, December, 1909.
- "Social Centers in Columbus (O.) Schools," *Survey*, 23:696-97, February 12, 1910.
- SPARGO, JOHN. "Social Service of a City School," *Craftsman*, 10:605-13.
- WARD, EDWARD J. "The Rochester Social Centers. Playground Association," *Proceedings*, 3:387-95, January, 1910.
- . "The Little Red School House," *Survey*, 22:640-49, August 7, 1909.
- WESTON, O. E. "Public School as a Social Center," *Elementary School Teacher*, 6:108-16, October, 1905.
- WILSON, HOWARD L. "Some Economic and Social Aspects of the Rural School Problem," *American Education*, 10:439-46, March, 1907.
- YERKES, HELEN K. "Social Centers," *Playground*, 2:14-18, December, 1908. (Illus.)
- "Every principal was granted by the Board of Education the right to use the school building for the work [of the Home and School associations]."

## ACTIVE AND HONORARY MEMBERS

Axline, Howard E., Principal, Hicks School, Cleveland, Ohio.  
 Bagley, William C., University of Illinois, Urbana, Ill.  
 Baldwin, Bird T., State University, Austin, Texas.  
 Beggs, A. H., Whittier School, Denver, Colo.  
 Benedict, Ezra W., Principal, High School, Warrensburg, N.Y.  
 Blaine, Mrs. Anita McCormick, 344 E. Erie St., Chicago, Ill.  
 Bolton, Frederick E., State University, Iowa City, Iowa.  
 Bradford, Mrs. Mary D., Superintendent, Kenosha, Wis.  
 Briggs, Thomas H., Jr., State Normal School, Charleston, Ill.  
 Brooks, Sarah C., Principal, Training School for Teachers, Baltimore, Md.  
 Brooks, Stratton D., Superintendent, City Schools, Boston, Mass.  
 Brown, George A., School and Home Education, Bloomington, Ill.  
 Brown, John F., Teachers College, New York, N.Y.  
 Brown, J. Stanley, Superintendent, Township High School, Joliet, Ill.  
 Brumbaugh, Martin G., Superintendent of Schools, Philadelphia, Pa.  
 Bryan, W. J. S., 6102 Waterman Ave., St. Louis, Mo.  
 Buchner, Edward F., Johns Hopkins University, Baltimore, Md.  
 Bunnell, Elizabeth H., Training School for Teachers, Brooklyn, N.Y.  
 Burnham, W. H., Clark University, Worcester, Mass.  
 Burruss, Julian A., State Normal and Industrial School for Women, Harrison-  
 burg, Va.  
 Call, Arthur Deerin, 74 Gardner St., Hartford, Conn.  
 Cammack, I. I., Principal, Kansas City High School, Kansas City, Mo.  
 Carroll, Clarence F., Superintendent, Rochester, N.Y.  
 Chadsey, Charles E., 1767 Humbolt St., Denver, Colo.  
 Claxton, P. P., University of Tennessee, Knoxville, Tenn.  
 Coffman, Lotus D., State Normal School, Charleston, Ill.  
 Condon, Randall J., Superintendent of Schools, Helena, Mont.  
 Cook, Albert S., County Superintendent of Schools, Towson, Md. (Sta. A).  
 Cook, John W., President, State Normal School, De Kalb, Ill.  
 Cooke, Flora J., Francis W. Parker School, 550 Webster Ave., Chicago, Ill.  
 Cubberley, Ellwood P., Leland Stanford Junior University, California.  
 Damon, L. A., Fulton, Ill.  
 Davis, Emma C., 2020 East 46th St., Cleveland, Ohio.  
 Deahl, Jasper N., University of West Virginia, Morgantown, W.Va.  
 Dearthmont, Washington S., President, State Normal School, Cape Girardeau,  
 Mo.

De Garmo, Charles, Cornell University, Ithaca, N.Y.  
Dewey, John, Columbia University, New York, N.Y.  
Doyle, Mary E. (Miss), 5201 Kenmore Ave., Chicago, Ill.  
Dyke, Charles B., 961 Tenth St., Boulder, Colo.  
Earhart, Lida B., State Normal School, Providence, R.I.  
Edmund, Gertrude, 401 W. 118th St., New York, N.Y.  
Elliott, Edward C., University of Wisconsin, Madison, Wis.  
Ellis, A. Caswell, University of Texas, Austin, Texas.  
Elson, William H., Superintendent of Schools, Cleveland, Ohio.  
Farrington, Frederic E., Teachers College, New York, N.Y.  
Felmley, David, President, Illinois State Normal University, Normal, Ill.  
Fleshman, A. C., Columbia University, New York, N.Y.  
Forbes, George M., 235 Dartmouth St., Rochester, N.Y.  
Foster, H. H., Ottawa University, Ottawa, Kansas.  
Frederick, J. M. H., Superintendent of Schools, Lakewood, Ohio.  
Frost, J. M., Superintendent of Schools, Muskegon, Mich.  
Giddings, Margaret, Supervisor of Kindergartens, Denver, Colo.  
Gilbert, Charles B., 1170 Broadway, Room 709, New York, N.Y.  
Groszmann, Maximilian, P. E. Plainfield, N.J.  
Gwinn, J. M., Tulane University, New Orleans, La.  
Halleck, Reuben Post, Principal, Boys' High School, Louisville, Ky.  
Hamilton, Cora M., State Normal School, Macomb, Ill.  
Haney, John D., 189th St. and Webster Ave., New York, N.Y.  
Hanus, Paul H., Harvard University, Cambridge, Mass.  
Harris, Ada Van Stone, Assistant Superintendent of Schools, Richmond, Va.  
Harwood, Samuel E., State Normal University, Carbondale, Ill.  
Hatch, W. H., Superintendent of Schools, Oak Park, Ill.  
Henderson, Harmon C., State Normal School, Milwaukee, Wis.  
Hicks, Warren E., Assistant Superintendent of Schools, Cleveland, Ohio.  
Hill, Patty Smith, Teachers College, New York, N.Y.  
Hollister, Horace A., 1001 South 3d St., Urbana, Ill.  
Holmes, Manfred J., Illinois State Normal University, Normal, Ill.  
Horn, Paul Whitfield, Superintendent of Schools, Houston, Texas.  
Jeffers, Fred A., Superintendent of Schools, Painesdale, Mich.  
Jenks, Jeremiah W., Cornell University, Ithaca, N.Y.  
Jones, Lewis H., President, State Normal College, Ypsilanti, Mich.  
Judd, Charles H., University of Chicago, Chicago, Ill.  
Keating, J. F., Superintendent of Schools, Pueblo, Colo.  
Kirk, John R., President, State Normal School, Kirksville, Mo.  
Kirk, W. H., Superintendent of Schools, East Cleveland, Ohio.  
Kraus-Boelti, Mrs. Maria, Hotel San Remo, Central Park, West 74th and 75th Sts., New York, N.Y.

Lawrence, Isabel, State Normal School, St. Cloud, Minn.  
Lewis, Homer P., Superintendent of Schools, Worcester, Mass.  
Logan, Anna E., Miami University, Oxford, Ohio.  
Lord, L. C., State Normal School, Charleston, Ill.  
Lowry, Charles D., 1643 Kenilworth Ave., Chicago, Ill.  
Lucas, William H., 616 S. Eighth St., Louisville, Ky.  
Luckey, G. W. A., 1439 R St., Lincoln, Neb.  
Lukens, Herman T., Francis W. Parker School, 330 Webster Ave., Chicago,

## III.

Lyte, E. O., President, State Normal School, Millersville, Pa.  
Manny, Frank A., State Normal School, Kalamazoo, Mich.  
Maxwell, William H., Superintendent of Schools, New York, N.Y.  
McDaniel, C. M., Superintendent of Schools, Hammond, Ind.  
McKenny, Charles, President, State Normal School, Milwaukee, Wis.  
McMurry, Charles A., State Normal School, DeKalb, Ill.  
McMurry, Frank M., Teachers College, New York, N.Y.  
Miller, G. R., Greeley, Colo.  
Miller, Irving E., State Normal School, Greeley, Col.  
Mills, Harriette M., 59 West 96th St., New York, N.Y.  
Minnich, H. C., State Normal College, Oxford, Ohio.  
Morgan, O. S., Alfred University, Alfred, N.Y.  
Newton, George A., Trinity University, Waxahachie, Texas.  
Olin, A. S., State University, Lawrence, Kan.  
O'Shea, M. V., University of Wisconsin, Madison, Wis.  
Parker, Samuel Chester, University of Chicago, Chicago, Ill.  
Pollock, Rosalie, Supervisor, Primary Schools, Salt Lake City, Utah.  
Putnam, Helen C., Providence, R.I.  
Reigart, J. F., 31 Euclid Ave., Yonkers, N.Y.  
Rosier, Joseph, Superintendent of Schools, Fairmont, W.Va.  
Rowe, Stuart H., Brooklyn Training School for Teachers, Brooklyn, N.Y.  
Russell, James E., Dean of Teachers College, New York, N.Y.  
Ruthrauff, W. M., Care of Silver Burdett & Co., 378 Wabash Ave., Chicago,

## III.

Sachs, Julius (Dr.), Columbia University, New York, N.Y.  
Scudder, Myron T., Rutgers College, New Brunswick, N.J.  
Shank, Burgess, State Normal School, Valley City, N.D.  
Sheppard, James J., High School of Commerce, New York, N.Y.  
Shoemaker, Waite A., State Normal School, St. Cloud, Minn.  
Slauson, Herbert M., Superintendent of Schools, Ann Arbor, Mich.  
Snedden, David S., 302 Ford Bldg., Boston, Mass.  
Snyder, Z. X., President, State Normal School, Greeley, Colo.

- Stableton, John K., Superintendent of Schools, Bloomington, Ill.  
Stone, Cliff W., State Normal School, Farmville, Va.  
Strayer, George D., Teachers College, New York, N.Y.  
Sutton, W. S., 112 W. 18th St., University of Texas, Austin, Texas.  
Suzzallo, Henry, Columbia University, New York, N.Y.  
Taylor, Joseph S., 2275 Loring Place, The Bronx, New York, N.Y.  
Tear, Daniel A., 5232 Greenwood Ave., Chicago, Ill.  
Thompson, Frank E., University of Colorado, Boulder, Colo.  
Thorndike, Edward L., Columbia University, New York, N.Y.  
Thurber, Charles H., Editor, Ginn & Co., Boston, Mass.  
Vandewalker, Nina C., State Normal School, Milwaukee, Wis.  
Van Liew, C. C., President, State Normal School, Chico, Cal.  
Van Sickle, James H., Superintendent of Schools, Baltimore, Md.  
Waldo, Dwight B., Western State Normal School, Kalamazoo, Mich.  
Walker, Elmer W., Superintendent, State School for the Deaf, Delavan, Wis.  
Willison, Archibald C., Superintendent of Schools, Alleghany Co., Cumberland, Md.  
Work, Cree T., President, College of Industrial Arts, Denton, Texas.  
Yonker, Henry S., 531 Jackson St., Oshkosh, Wis.









# THE TENTH YEARBOOK

OF THE

## NATIONAL SOCIETY FOR THE STUDY OF EDUCATION

### PART II THE RURAL SCHOOL AS A COMMUNITY CENTER

BY

B. H. CROCHERON, MISS JESSIE FIELD, F. W. HOWE, E. C. BISHOP  
A. B. GRAHAM, O. J. KERN, M. T. SCUDDER  
B. M. DAVIS, *Editor*

---

THIS YEARBOOK WILL BE DISCUSSED AT THE MOBILE MEETING OF THE  
NATIONAL SOCIETY, WEDNESDAY, FEBRUARY 22, 1911, 7:30 P.M.

---

THE UNIVERSITY OF CHICAGO PRESS  
CHICAGO, ILLINOIS





COPYRIGHT 1911 BY  
S. CHESTER PARKER  
SECRETARY OF THE SOCIETY

---

Published February 1911

Composed and Printed By  
The University of Chicago Press  
Chicago, Illinois, U.S.A.

## OFFICERS AND EXECUTIVE COMMITTEE

---

### *President*

CLARENCE F. CARROLL  
Superintendent of Schools, Rochester, N.Y.

### *Secretary-Treasurer*

S. CHESTER PARKER  
The University of Chicago, Chicago, Ill.

### *Executive Committee*

(The year indicates date of expiration of term)

REUBEN POST HALLECK (1911)  
Principal, Male High School, Louisville, Ky.

W. S. SUTTON (1912)  
University of Texas, Austin, Texas

HENRY SUZZALLO (1913)  
Columbia University, New York City

CHARLES MCKENNY (1914)  
State Normal School, Milwaukee, Wis.

### *Board of Trustees*

J. STANLEY BROWN (1911)  
Superintendent, Township High School, Joliet, Ill.

CHARLES H. JUDD (1912)  
The University of Chicago, Chicago, Ill.

MANFRED J. HOLMES (1913)  
State Normal University, Normal, Ill.





## TABLE OF CONTENTS

	PAGE
<b>I. THE RURAL SCHOOL AS A GENERAL EDUCATIONAL AND SOCIAL CENTER:</b>	
<i>a)</i> Community Work in the Agricultural High School . . . . .	9
PRINCIPAL B. H. CROCHERON, Baltimore Co., Md.	
<i>b)</i> The District Schools in a County as Educational and Social Centers . . . . .	17
MISS JESSIE FIELD, Superintendent, Page County, Iowa.	
<b>II. RURAL-SCHOOL EXTENSION:</b>	
<i>a)</i> Through Boys' and Girls' Agricultural Clubs . . . . .	20
F. W. HOWE, Supervisor of Agricultural Education, New York State.	
<i>b)</i> Relation of Rural School to Better Housekeeping . . . . .	29
PROFESSOR E. C. BISHOP, State College, Ames, Iowa.	
<b>III. RURAL-SCHOOL LIBRARIES . . . . .</b>	34
PROFESSOR A. B. GRAHAM, Ohio State University, Columbus, Ohio.	
<b>IV. THE RURAL SCHOOL AS A MEANS OF DEVELOPING AN APPRECIATION OF ART (INDOOR AND OUTDOOR) . . . . .</b>	44
SUPERINTENDENT O. J. KERN, Rockford, Ill.	
<b>V. ORGANIZED RECREATION IN RURAL SCHOOLS . . . . .</b>	53
PROFESSOR MYRON T. SCUDDER, Rutgers College, New Brunswick, N.J.	
<b>VI. THE GENERAL PROBLEM OF THE RELATION OF THE RURAL SCHOOL TO COMMUNITY NEEDS—A SUMMARY . . . . .</b>	60
PROFESSOR B. M. DAVIS, Miami University, Oxford, Ohio.	
<b>BIBLIOGRAPHY PREPARED BY THE BUREAU OF EDUCATION, WASHINGTON D.C., AND THE EDITOR . . . . .</b>	67
<b>CONSTITUTION ADOPTED IN CHICAGO, WITH NOTE . . . . .</b>	72
<b>MINUTES OF THE INDIANAPOLIS MEETING . . . . .</b>	74



## PREFACE

This yearbook is planned to include accounts of actual experiments that have been tried in making the school a community center, so that other communities may learn of the possibilities and difficulties of putting into practice what has already been achieved in some of the most advanced communities. At the National Education Association meeting for 1902 (p. 373 of *Proceedings*) John Dewey discussed very ably the theoretical aspects of the problem as requested, but said:

I do not feel that the philosophical aspect of the matter is the urgent or important one. The pressing thing, the significant thing, is really to make the school a social center; that is a matter of practice and not of theory. Just what to do in order to make the schoolhouse a center of full and adequate social service, to bring it completely into the current of social life—such are the matters I am sure which really deserve the attention of the public and occupy your own minds.

The contributors to this volume are specialists who have made conspicuous success in organizing the various phases of rural education and community activity which they discuss. They have described in a concrete way the extent and character of the work carried on under their direction, giving methods employed, results secured, concrete incidents, difficulties, criticisms, suggestions, and comparison with similar work in other communities.

The editor and secretary desire to express their appreciation of the work of the specialists who have provided the material, and of the assistance of others who co-operated in organizing the program, particularly Mr. D. J. Crosby of the United States Department of Agriculture.

Part I of the *Tenth Yearbook* supplements this volume with a similar discussion of "The City School as a Community Center."



## I. THE RURAL SCHOOL AS A GENERAL EDUCATIONAL AND SOCIAL CENTER

### A. COMMUNITY WORK IN THE AGRICULTURAL HIGH SCHOOL

B. H. CROCHERON

Principal of the Agricultural High School of Baltimore County, Philopolis, Md.

The methods of community work fitting specific places must be judged by individual conditions. A typical procedure is that of the Agricultural High School of Baltimore County, Maryland. This school has been in operation during but one school year, yet it has already carried on at least one type of work with each class of people in its neighborhood: farmers, farmers' wives, young people, rural school teachers, and children. As a result, the people are frankly and heartily interested in the school and already regard it as one of their best possessions.

The school is a small high school maintained by county school funds. It is thus an integral part of the school system of the county. It is located out in the open country, not adjacent to any town or village, but near a station of the railroad by which many of the high-school students come daily. Four elementary schools totaling ninety pupils were consolidated in two classes which meet in the high-school building. The high-school department had in the first year fifty students. School wagons and private conveyances bring many whose homes are not adjacent to the railroad. The school has seven acres of ground and a good granite building which has five classrooms, the two largest of which can be converted into a hall for meetings, seating three hundred. There are a manual-training room, a domestic-science room, an agricultural laboratory, a farm-machinery room, and toilet rooms in the basement. The school has its own heating, lighting, and water-supply system. It teaches all the usual high-school subjects except foreign languages, in place of which it offers agriculture, domestic science, and manual training. In short, the school resembles others over the country in its equipment and courses.

When the school started it was decided as a definite part of its policy that, for the fulfilment of its possibilities, educational facilities must be offered for every class of persons in the community: men, women, and

children. Before the school building was completed, a mailing list of persons in the county was made. The principal was new to the community; he knew no one. This list was to be his method of reaching all the folks. The list was compiled from subscription lists of county papers, poll lists of voters, memberships of farmers' clubs and granges, account books of physicians and lawyers, and other sources. When the list was made up into a cross-reference card index, a very valuable fund of information was obtainable about almost anyone of interest in the county. It was not only possible thus to have a list of all persons living on farms or interested in agriculture, but also to tell at a glance whether they were persons of prominence or not, and even what their politics were supposed to be. Subsequent information is added to these cards, such as whether they answered a letter of inquiry sent out by the school, whether they attended certain activities of the school, and so forth. Ultimately this list should be of enormous value, as it will show those persons who can or cannot be expected to respond. Even at present it is possible to condense the list considerably by discarding for some purposes those whose interest is apparently in another direction.

The first event was to be the dedication of the new building, the details of which were turned over to two farm clubs—one of men, the other of women. The men's club is known as the Junior Gunpowder Agricultural Club, the women's as the Women's Home Interest Club. Both are composed of some of the most intelligent and progressive persons in the community. The clubs have been of great benefit to the neighborhood, even though they are small and somewhat exclusive organizations. Through all the community work of the school the men and women of these clubs have been so actively participant as to be of great assistance. If there were no farm clubs in the neighborhood the school would organize them, because they are capable of so great assistance.

Three thousand personal invitations, the names obtained from the card index, were sent out from the school for the dedication exercises. The best possible speakers were obtained. Of course the building was not nearly large enough to hold the folks, so that the exercises were held outdoors, as many of the crowd as possible being seated on rough board benches. The women's club served a luncheon before the exercises to a large number of specially invited guests. Because the school owned no chairs everyone stood during the meal.

At about the same time posters telling of what the school had to offer appeared all over the county. They were nailed up on trees at crossroads, and on post-offices, blacksmith shops, schoolhouses, and even churches. The school believes in local advertising. Whenever a new organization or series of meetings is attempted, the local and city papers are given full information; consequently the school has much free publicity all of which has aided its work.

The community work started almost as soon as the regular classes. The first organization formed was a series of monthly meetings for rural school teachers. It seemed desirable to introduce elementary agriculture into the rural one-teacher schools, but difficulty had been experienced because of the feeling of incompetence on the part of the teacher. To overcome this, in part at least, the rural teachers were invited to the agricultural high school for an all-day session on one Saturday each month. The morning was spent on lessons in general school methods and administration given by experts furnished by the county school authorities. Each teacher brought a basket lunch and all ate together in the domestic-science kitchen. The school served hot coffee or tea, some of the high-school girls attired in their cooking uniforms acting as waitresses. The afternoon was devoted to agriculture. The teachers were given one general lesson expounded from a textbook and then went to the agricultural laboratory where an exercise was carried through by each teacher. Care was taken to have these exercises such that they could be repeated in the rural schools without expensive apparatus. The object was not only to familiarize the teachers with methods and subject-matter, but also to make them realize that real agricultural lessons were possible in their schools under their conditions. At the same time lessons in elementary agriculture, written by the principal with a view to local conditions, were printed in the monthly issues of a local educational publication which is sent free by the school authorities to every teacher in the county. By means of these lessons and the meetings at the school it was hoped that agriculture could gradually be introduced. The meetings were not successful. Transportation facilities were bad for those teachers coming from a distance. One teacher wrote that she could not get a horse to drive, and although she would gladly walk the ten miles each way necessary to reach the railroad, she could hardly do so and catch the six o'clock train for the school. Others did from their slender salaries hire teams and a driver and then came twenty miles

across country to attend the meetings. These could hardly be expected to keep that up indefinitely. Then, too, the weather combined to make conditions as bad as possible. One teacher came thirty miles to attend a meeting when the air was blinding with snowflakes and the drifts were knee-deep. She ought not to have come. Ultimately the principal felt sorrier for those rural teachers than he did for the lack of agriculture in the schools, so ceased holding meetings in the winter months. Another plan will be devised next year.

A course of ten evening lectures for farmers was projected during the winter months. The school could not give a short course of any description during school hours because there were not teachers enough. It is not possible personally to teach in two places at once. The solution appeared to be a course of evening lectures, although there did not seem to be any definite demand for such a series. Persons being asked if a course would succeed said they did not know, or else that "maybe they would attend once or twice." It was decided to make the attempt, although the principal, who was to be the lecturer, was seriously advised to limit the projected course to five instead of ten lectures because a failure would then be less disastrously apparent.

It was decided to lecture on "Soils and Fertilizers"; not that the principal knew more of that than other branches, but because the people seemed to know less and wanted the information. A new issue of posters was printed setting forth the time, date, place, and subject of the lectures, and these were placarded all over the county. The lectures were to be illustrated by experiments continued throughout almost all the course. Although alphabetically simple to the chemist, physicist, and soil technologist, the experiments vitally interested the people. Those lamp chimneys and Bunsen flames hypnotically held the folks while the talk went on. Outlines for each lecture were made by mimeograph and distributed to each person. The audience was requested always to bring the previous outlines to the lectures for reference. The evenings were understood to be serious affairs, designed for those who wanted to know and not as an entertainment for the curious. As projected they were for men, but the women asked to be allowed to attend and many did so throughout the course. The first lecture was attended by 60 persons, the second by 90, the third by 100, and so on. For the entire course, good and bad weather included, the attendance averaged 125 persons for each lecture, and this in an open farming country where practically



everyone had to drive through the dark over ice, snow, and slush. There was no doubt about the success of the undertaking. At a spring meeting of a farmers' club a question was asked about the advisability of a certain soil treatment. At once came the answer from another farmer, "If you had attended the lectures last winter at the agricultural high school you would not have to ask that; you would *know!*"

After the close of the course of lectures a Corn Congress was planned, corn being one of the chief crops of the county. Nothing of the kind had ever been held in the state before, but therein lay its charm. The affair was to last two days with morning, afternoon, and evening sessions of addresses each day. Speakers were secured from the National Department of Agriculture and from the Maryland State College and Experiment Station. Twelve speakers, some of the best in the country, held forth at the series of six sessions. All the addresses were directly on corn growing and cooking, for the women too had addresses and demonstrations. Posters again were issued, always printed in red on white paper—the school colors—and all persons, clubs, granges, and schools were invited to enter an exhibit of ten ears of corn in the show. It was pointed out again to the principal that there were only enough persons in the neighborhood to make one good-sized audience, and that while they might attend a single session they would not come to more. The result would thus be that either all would attend the best advertised address and leave the others to be given to empty seats, or else that there would be only a few people at all sessions. The outcome was different, for all sessions were well attended. People came and stayed throughout the two days, only going home to sleep. In all, over 180 exhibitors each sent in ten or more ears of corn and almost 1,000 persons attended the sessions. Twenty rural schools held small preliminary shows of their own and sent the best exhibits to the Corn Congress. Simultaneous meetings in different parts of the same building were held for men, women, and children. Although seats were at a premium it only added to the interest. Meals were served at a lunch counter by the ladies of the women's club, who again came to the aid of the school, giving the proceeds to the school treasury. For the corn show only ribbon prizes were bestowed, although the city stores would have been willing to contribute cook stoves, carpet-sweepers, washing-machines, and like articles for prizes; yet, because the school believes in amateur rather than professional sports, the ribbons alone were the prizes. At the

close of the last session the prize exhibits of corn were sold at auction to the highest bidders. By this means good seed corn was distributed throughout the neighborhood. The Corn Congress was a success. Everybody is getting ready for a bigger, better, and busier one next year.

For the women a series of monthly meetings was held on Saturday afternoons. Using the card list again, postal cards were sent out to 300 women living within driving distance of the school. The three school wagons were run over the regular routes to bring them to the meetings. Thus many women who would have been unable because of the farm work to secure a man and team to take them to the school were enabled to attend. The meetings opened by a general session at which one person spoke for fifteen minutes. This person was always someone of prominence and ability, someone vitally concerned in the world's work. The address was followed by music. The musicians and speakers have always willingly contributed their services, and usually came from the city. Following the general meeting, the women divided into four groups which were self-chosen and continuous throughout the year; at the end of each year the groups change.

The first group is for the study of domestic science. The women do not attend a demonstration, but each works with the individual equipment placed at her disposal. Nickel-plated cook stoves, bright pans, and clean china add to the attractiveness of the work. It is the same type of study given the children.

The second group does carpentry in the manual-training room. The women are taught to saw, plane, hammer, and do other simple operations. It will not be necessary for those women to wait until their husbands find time to build the chicken coops.

The third group is known as the group in home crafts. Instruction is given in chair-caning, rug-weaving, Indian basketry, stenciling, etc.

The fourth group takes up a study of modern literature. It is designed for those persons who prefer to find in the meetings a rest and relaxation rather than a means of industry. Various modern authors are successively considered, with readings from each.

The meetings have had an average attendance of 85 at each meeting and are well filling the place for which they were intended.

A literary society was formed for young people in the neighborhood who happen to be too old to go to school. The society meets once in two weeks and has a membership of about 100 persons who pay dues for

its maintenance. Spelling-bees, debates, and other so-called literary exercises are held and serve to engender a better neighborhood spirit while enlivening the long winter evenings. A reading-circle on the Chautauqua plan meets every two weeks, an interesting offshoot of the main society.

During the summer the school conducts experiments on the home farms of its pupils. All boys in the high-school department are expected to perform at home an experiment of their own selection during the summer vacation. This is in order to bring the work of the school to the people at large as well as concretely to emphasize the instruction of the winter in the mind of the student. The experiments, scattered over a territory twenty-five miles long by five miles broad, attract much attention among the neighbors and are an efficient demonstration of agricultural ideas. They range over many subjects according to the choice of the student. Many are variety tests of corn from seed furnished by the school, the corn being grown under modern methods by the student. Other students are testing herds of dairy cows, weighing and recording the milk at each milking and making frequent Babcock tests of the butter-fat content, while still others conduct a variety test of cowpeas or of popcorn. The experiments are closely watched from the school, the principal visiting them frequently during the summer and advising the students concerning them. This brings the principal in touch with the home life of the students and gives the boys the impetus necessary, sometimes, to carry on a flagging experiment.

The school tests seeds and milk for farmers. During the early spring months many samples of clover seed were submitted for a decision of the weed seeds present and of the germinative ability of the sample. Throughout the entire year milk and cream are tested for the butter-fat content. As many farmers in the neighborhood sell their product by the amount of butter-fat contained, it is highly desirable that they have occasionally an authoritative test from a disinterested source with which to compare the tests made by the dealer. The school furnishes this test.

With the activities throughout the neighborhood emanating from the new school it was but natural that there should be a renewed activity along lines of religious organization. A long disused chapel was opened, a committee of ten young men was appointed by the principal, and regular Sunday night meetings for young people were held. The people looked naturally to the school to form the organization, supply the

enthusiasm, and lead in the work. About 100 young people attend the meetings, which are undenominational in character and marked by their enthusiasm.

The community work of the school has not proved of unusual difficulty, nor has it disclosed obstacles which make it prohibitive for any school anywhere. On the contrary, the work has proved easier than seemed possible and more successful than appeared probable. Many of the dilemmas conjured up by pessimistic advisers never materialized. From this experience it seems certain that every agricultural high school in the country—even those like this with a small faculty, small funds, and small building—can make a success of community work.

Thus, when developed to its full extent, the agricultural high school is more than a mere institution for the instruction of children. It is an educational force for the whole family, and a social, cultural, and ethical center for the entire community. The expansion of the country high school into an agricultural high school is more than the addition of subjects to the curriculum and a change in name. It is an entire change in the point of view. Educators are beginning to see that ultimately one of the greatest fields of work of the agricultural high schools may be with that portion of the community which does not usually attend school at all and for which the school funds are not usually appropriated. It is by its work with the community at large—with the men and women on the farms—that the agricultural high school may find its strongest claim on popular attention and its greatest field for vital service.

## B. THE DISTRICT SCHOOLS IN A COUNTY AS EDUCATIONAL AND SOCIAL CENTERS

---

MISS JESSIE FIELD  
Superintendent, Page County, Iowa

---

The great need of more social life in the country, and the fact that the schools are the one agency that reach out to all the people, throw the great and vital problem of bringing a richer social life to the country directly upon these district schools. And before they can fulfil this mission, they must be entirely redirected—they must become country schools for country people. Schools they must be, primarily, that are interested in the great agricultural industry of their community and they must also succeed in interesting boys and girls in life on the farm and bring to them a vision of its great possibilities if rightly lived.

This new district school must have all the virility of the district schools of our fathers: it must be thorough and efficient and it must be in line with the newer and better things for farming. Should the teacher belong to the Grange? to the Farmers' Institute? Certainly. And the Farmers' Institute and the Grange should belong to the district school.

Very closely interwoven will this new country school be with all the great instrumentalities which are working for more intelligent farming. Last week in visiting such a school in my county, I found two racks on the wall filled with classified farm bulletins. These racks were placed where they were quite convenient of access for the larger boys. I was watching the biggest boy, with his dark, strong face, for he was the boy on whom in years gone by I had heard that the teacher had had to use the poker. Would he care for farm bulletins? To be sure, his father was a farmer but he lived off the road and was not yet interested nor did he see the value of the new things in agriculture.

It was the boy with the dark, strong face who as soon as he had prepared his spelling lesson—instead of making trouble—reached out for a farm bulletin and began to study it. I wondered, was he really interested? So I asked, "John, do you find those bulletins interesting?" "Yes," he answered, "I did not used to think they were, but

now since I have found how much is in them, I think they are more interesting than my agriculture book. There is so much in them."

It was a district school like this where all the men came and spent the day terracing the grounds, and their wives brought dinner and they ate together. And a more beautiful school ground and a happier neighborhood spirit resulted.

It was for this school that the grouchiest farmer in the district opened up his heart and came himself and brought his son and his hired man and three teams to work on the yard because the school had won a place in his respect by doing such strong and transforming work.

A live school means a live community that is working together. Our teachers one spring had at each school a germination test for seed corn. One little teacher reported: "My boys who wouldn't go across the road for a songbook, went two miles in a snow storm to get some sawdust for a germination box. And when the corn had germinated, the farmers came to the schoolhouse to see how their corn had turned out and incidentally saw the work of the school. Why, farmers came who couldn't remember when they had been inside the schoolhouse before."

We have a Babcock milk tester which we pass from school to school in the districts specially interested in dairying. After the school learns how to use it, the farmers ask to borrow it. One farmer who returned the tester yesterday told me that because of it he had sold eight cows that it was not paying him to keep. For the Babcock tester soon weeds out the cows that are not paying their board, let alone bringing a profit for the hard work of the farmer who milks them.

In districts where fruit growing is especially carried on, we hope to bring especially something of the science of horticulture. Throughout our country the great money crop is corn. So our schools are all interested in corn. Some six hundred boys are growing corn under direction and showing it for prizes.

Each summer we hold a ten days' Boys' Farm Camp. Here country boys come together for instruction in corn and stock judging, working with the actual material. They have some literary work and something of practical religion. Each day there is military drill and games and sports. Each evening there is the camp newspaper.

The coming summer, we are going to try for the first time to have a girls' camp, also. The two camps will be separate but they will eat

together in one big dining-tent. The instructors and helpers are from the Extension Department of our State Agricultural College and from among our county Y.M.C.A. workers.

We hold, annually, for our country schools a County Boys' and Girls' Corn Show and Industrial Exposition. We have entries in corn, wheat, oats, potatoes, farm devices, handy knots, manual training, cooking, and sewing. At our industrial exposition just closed there were fifteen hundred entries. Thousands came to see the exhibit. A whole district of people—fathers, mothers, patrons, teacher, and boys and girls—would come together and spend the day, eating a picnic lunch together at noon.

The prizes offered were not very large but included several trophies. There was one beautiful trophy for the school district making the best collective exhibit—and how the school districts did work for that! Everybody worked together. One young man who brought down some entries told me that, when he left home, there were six men down using their fanning mill—the only one in the district—in order to get their exhibits of grain ready. After the trophy had been awarded a bright-faced young man came up proudly to claim that he was a hired man in the winning district. And no wonder the district won. Let me tell you just a word about their red-headed teacher. The German farmer where she boarded had some pretty good corn, but he had never shown corn and did not understand how to select a sample to show, so the teacher volunteered to select it and the sample won the prize. The teacher is a country girl who has been offered grade positions now for three years in succession but who teaches in the country through choice and because she likes country schools and country people. And in this district the school is the social center. Several times I have had the pleasure of drinking coffee and eating cake with the people gathered together at this school home. Ask them where they live and they answer, "In the Jackson School District," and they say it in a right hearty way, too.

When the annual county Parents' Day at school comes around, people in such school districts as this come together at their school, no matter how rough the roads or how cold the day. For nothing else has the strong hold on the people that the school has, if it is alive enough and interested enough in the community life to have a hold at all.

## II. RURAL-SCHOOL EXTENSION

### A. THROUGH BOYS' AND GIRLS' AGRICULTURAL CLUBS

---

F. W. HOWE

Supervisor of Agricultural Education, New York State

---

Boys' and girls' agricultural-club work as a form of rural-school extension usually centers in the competitive idea, utilized as a factor in the educational development of the individual and the community. These clubs had their origin (in New York) in certain prizes or other inducements to participate in some kind of productive contest. Thus we have come to find in the various states, clubs for corn growing, cotton growing, potato growing, fruit growing, poultry raising, live-stock study, bird study, baking, fruit canning, cooking, sewing, and home and school improvement, each with some special incentive set at the end of the work. All of these clubs have been more or less agricultural in their general character.

In many cases the work of these clubs has definitely assumed the character of school-extension work, and as such has had a very intimate relation to the regular work of the public school. The complete integration of the club work with the more usual lines of school activity logically eliminates the necessity or advantage of special or separate organization. And so we find schools giving more and more attention to various features of home or farm work, especially on certain set occasions like "corn day," "bird day," "arbor day," and the like. In the state of Ohio, for example, it is said that "agricultural clubs, as such, are coming to be a thing of the past," so fully are their interests merged with and served by the common public schools.

The junior agricultural club has a special field, however, until the work of the school is more generally and thoroughly communized, in performing a correlating function between the school and the home and in giving objective application to things learned from books and bulletins. The county superintendent of schools has an unusual opportunity to appreciate and utilize the pupils' interest in reality and in environment to the great advantage of the educational process within



the school and also in winning from patrons a larger and more intelligent support for school improvement.<sup>1</sup>

The general advantages that may be expected from the inauguration of boys' and girls' club work have been demonstrated by abundant experience in clubs aggregating probably more than 200,000 members. They have been summarized as follows:

1. Individually the members of such clubs have been led to observe more closely, to recognize good and bad qualities in the products they have grown, and in the insects, fungi, and other various conditions affecting their work; they have met and learned to solve some problems in the improvement of plants, fruits, animals, and housework; they have learned that improvement in one direction is not always, or even usually, accompanied by improvement in all directions; they have learned something of the value of labor, the cost of production, and the keeping of simple accounts with different farm and household affairs; they have been encouraged to read good literature and have learned some of the sources of good agricultural literature; their views have been broadened by contact with others and by visiting institutions of learning, highly developed farms, and other places of interest; and, finally, the power of taking the initiative has in many cases been strongly developed in them as individual and responsible members of the community.

2. Collectively they have learned the value of organized effort, of co-operation, and of compromise; and the social instinct has been developed in them—a matter of great importance in rural districts, where the isolated condition of the people has long been a great hindrance to progress.

3. The influence upon the communities at large, the parents as well as the children, has been wholesome. Beginning with an awakened interest in one thing—better seed corn, for example—communities have rapidly extended their interest to other features of rural improvement, with the result that in the regions affected by the agricultural-club movement there has come about a general upward trend in the thoughts and activities of the people.

4. These club activities have in many instances exercised a very stimulating, if not a "redirecting," influence upon the ordinary work of rural schools and teachers.

5. The knowledge gained from the work of these clubs has demonstrated that the natural love of competition among boys and girls (as well as their elders) can be utilized to immense advantage in furthering their own education for efficiency.

<sup>1</sup>Detailed plans for the organization of junior agricultural clubs in connection with the public schools can be had in *Farmers' Bulletin* 385, U.S. Department of Agriculture.

The best evidence of the value of this type of school-extension interest can doubtless be had in reviewing the actual club work of boys and girls that has been carried on in several states. What is probably the first state-wide movement of this kind began about 1898, in New York, under the auspices of the State College of Agriculture of Cornell University, as a development from its nature-study lessons. The work was promoted largely through what was then called the *Junior Naturalist Monthly*, which has been superseded by the *Cornell Rural School Leaflet*, a publication which now reaches 75,000 members of the Cornell Farm Boys' and Girls' Clubs and about 7,000 teachers and school commissioners.

These clubs are individual school or district associations, with a simple, informal organization, and each has its own local name. Each elects a president, vice-president, secretary-treasurer, and a patron or patroness from among the adults of the school district. Each member is supplied with a distinctive button or badge.

The College of Agriculture attempts to interest the club members in each school in some definite, concrete thing to do each year. Thus in one year the Horticultural Department offered to send to each of the first hundred boys and girls who applied a dozen strawberry or raspberry plants or a half-dozen currant plants. Fifteen hundred requests were received and nine hundred supplied. Directions were given in the *Leaflet* for setting and caring for these plants through the season. Another year the Poultry Department agreed to send to a limited number of boys and girls who would write the best essay on "My Experience with Poultry" a setting of pure-bred eggs valued at \$1.25, express to be paid by the applicant. Six hundred essays were received and fifty settings of eggs sent. Another enterprise inaugurated by the college is an annual potato-growing contest for boys and girls. Each is to grow one-fourth of an acre, report his method of handling the crop, and write an essay on "How to Grow Potatoes." The prizes for this contest run from \$2 to \$15 in gold. Similar prizes are offered in a garden contest and for the best essay on "How I Kept a Garden." For the girl members a special list of prizes from \$1 to \$10 is offered for making the best loaf of bread, with an essay on "My Experiences in Bread Making."

The form of contest which attracts the largest attention, however, is the annual competition in corn growing. The prizes run from \$2

to \$15 in gold for highest yield, best report, and an essay on "How to Grow Corn." The prize-winning exhibits from each county are taken to the annual Corn Show at Cornell University. In the spring of 1909 there were nearly 450 ten-ear exhibits of corn at this show, held during "Farmers' Week," and about one-third of these came from 28 boys' and girls' clubs. There were also exhibited about 150 drawings on corn subjects, 150 essays, and 200 letters on "How We Celebrated Corn Day in Our School." This celebration of "Corn Day" has become an annual institution not only in the rural schools of New York but also in Illinois, Iowa, Nebraska, and several other states of the Middle West.

Agricultural-club work for boys in growing corn and for girls in sewing and cooking has been organized with great thoroughness throughout the entire state of Nebraska, under the leadership of State Superintendent E. C. Bishop, in connection with the Agricultural College of the State University, at Lincoln. The boys grow their show corn and vegetables under directions sent out from the state headquarters, and the girls practice baking in accordance with recipes sent out to the schools from the domestic-science department of the State University. Early in the fall a local contest is held in each school, the three prize-winning exhibits and the best three essays being then taken to a township show, then to a county exhibit, and finally to the state corn-growing and corn-cooking contest at Lincoln. This meeting includes a grand "corn banquet" which gathers from 2,000 to 3,000 boys and girls from over the state. The work in Nebraska is especially noteworthy because of the attention given to sewing and cooking for girls. Several bulletins have been issued giving particular and illustrated directions for exercises in these lines.

Similar work in Ohio, under the direction of the agricultural extension department of the State University, has reached practically all the rural boys and girls in the schools of the State. In Illinois this work began under the initiative of certain county superintendents of schools and in connection with the farmers' institutes. The organizing work of the Winnebago County superintendent of schools, O. J. Kern, has probably had the widest publicity. Here was introduced the feature of annual excursions of the club members and their parents to neighboring experiment fields and to state agricultural colleges. Club interest is also utilized in improving the school grounds and buildings

of the county. One session of the county farmers' institute is set apart for the club work, and agricultural specialists from other states as well as their own have been engaged to address these sessions.

Under similar county initiative this work was started in Iowa by County Superintendent Cap E. Miller, of Keokuk County, and by Miss Jessie Field, the superintendent of Page County. Club work for both boys and girls has also been successfully established in Berks County, Pa., by the county superintendent, E. M. Rapp. The boys in his clubs are provided with a button bearing the legend, "Boys' Agricultural-Club of Berks Co.—Better Farming." The corresponding badge for the girls' clubs carries the words, "Girls' Domestic Science Club of Berks Co.—Better Housekeeping."

Among the southern states, Texas and Georgia have been prominent in organizing this kind of work. The "Farmer Boys' and Girls' League" in the former state was organized in 1903 in connection with the Texas Farmers' Congress, and now numbers over 1,750 members. In Georgia this work has been directed by the State University, and the interest has been chiefly in corn and cotton growing and in the improvement of live stock.

A few of the more conspicuous and far-reaching outgrowths of junior agricultural-club work may here be profitably noticed. Attention has already been directed to the state-wide contests which culminate annually at the state agricultural colleges of New York, Nebraska, Kansas, Missouri, and other states that might be mentioned. As a modification of this plan these state contests are sometimes concentrated at the annual state fair, and include not only awards for club exhibits by school pupils, but also for contests in the judging of such exhibits. The last Iowa state fair offered prizes ranging from \$25 to \$200 for boys in competitive corn judging and from \$25 to \$100 to girls offering the best-prepared food products, with reasons for the work done. A variation from this plan is followed by the Colorado state fair authorities in offering a scholarship worth \$125 in any of the regular courses at the state agricultural college to the boy doing the best work in judging live stock and corn and a scholarship worth \$100 in any college or university in Colorado to the girl showing the best work in the preparation of certain foods and giving reasons for the methods used.

A still more significant development of the agricultural-club influence in its relation to school-extension work may be seen in the range

and variety of prizes offered to boys and girls by the State Fair of Montana in 1908. These prizes range from \$2 to \$25 for exhibits of work teaching girls household service and home appreciation; of work in applied civics and school service to the community; evidence of co-operative neighborhood work for school building and ground improvement; children's garden work, with plans, photographs, and descriptions; arithmetic applied to industrial and business affairs of the school, home, and community; "field work" in geography; class record of weather observations for three months or more; plan of farm (drawn, modeled, or constructed), showing buildings, irrigation system, crop rotation, etc.; construction work done by any pupil, showing mechanical and inventive ability; and best single exhibit of courses of study, plans, etc., showing ways of making school instruction more valuable and connecting it more intimately and vitally with community life.

Still another outgrowth of the agricultural-club interest is seen in the organization of boys' summer encampments, combined with a "corn show" and careful instruction in the cultivation and breeding of corn. Such a "farm boys' encampment" at Glenview Farm, Mo., is described by S. M. Jordan in a bulletin of the Missouri Board of Agriculture. A noteworthy gathering of a similar kind was held for ten days in the summer of 1910 at Clarinda, Page County, Iowa, under the initiative of Miss Field. The "vacation farm school" proposed by Principal B. J. Horchem, of the Audubon School, Dubuque, Iowa, is a modification of this plan, providing for the educational employment of town boys based on nature-study observation in public parks and grounds during the summer vacation.

While not strictly carried on under the form of club organization, one of the most interesting fields of influence exerted by junior-extension work in agriculture is found in the South Atlantic and Gulf states, under the auspices of the Farmers' Co-operative Demonstration Work of the United States Department of Agriculture. Mr. O. B. Martin, formerly state superintendent of education in South Carolina, is now in charge of this line of work for boys under eighteen years of age. So far the work done by them has been mostly in growing corn and cotton, under careful directions sent from the Department and supervised by the local agents of the government in charge of demonstration work for adults. Teachers and county superintendents co-operate very cordially in many instances.

In the year 1909 the average production of corn by boys engaged in this co-operative work was sixty bushels per acre; but four of them made notable advances over this average. Bascomb Usher, of South Carolina, grew  $152\frac{1}{2}$  bushels on one acre; DeWitt Lundy, of Mississippi, 147 bushels; Elmer Halter, of Arkansas, 135 bushels; and Ralph Bellwood, of Virginia, 122 bushels. These four boys won prizes offered in their respective states which entitled them to a free excursion trip to the city of Washington, where they were presented with a special diploma of honor by Secretary Wilson of the Department of Agriculture.

Under a similar plan in 1910 the following prize winners and results are reported by Mr. Martin:

Name	Address	No. Bushels	Cost per Bushel
Hughey A. Harden.....	Banks, Alabama.	120	32c.
Ira Smith.....	Silver, Arkansas.	119	8
Joseph Stone.....	Center, Georgia.	$102\frac{3}{4}$	29
Stephen G. Henry.....	Melrose, Louisiana.	$139\frac{1}{10}$	13.6
William Williams.....	Decatur, Mississippi.	$146\frac{3}{4}$	18
W. Ernest Starnes.....	Hickory, N.C.	$146\frac{2}{7}$	38
Floyd Gayer.....	Tishomingo, Oklahoma.	$95\frac{1}{12}$	8
Jerry H. Moore.....	Winona, S.C.	$228\frac{1}{2}$	43
Norman Smith.....	Covington, Tenn.	$125\frac{1}{2}$	
Wm. Rodger Smith.....	Karnes City, Texas.	$83\frac{1}{2}$	$13\frac{3}{4}$
Maurice Olgers.....	Sutherland, Virginia.	169	40

The trip to Washington for these boys included a presentation to President Taft, diplomas from Secretary Wilson, and a visit to Congress, Mount Vernon, the various government departments, the Congressional Library, the Zoölogical Gardens, and other places of interest. This experience will be worth much to their home communities as well as to themselves for life.

It is not uncommon for 500 to 1,000 people to gather at the county seats to witness the award of local certificates that are given in the process of sifting out the first prize-winners in the several states. During the year 1910 the governors and superintendents of education in eleven southern states gave diplomas of honor to all boys who produced as much as seventy-five bushels of corn per acre at a reasonable cost. This is having a marked effect in the increasing average of acre-production of corn in these states. And Mr. Martin says: "It will have something to do with reducing the cost of living also."

This work has now been organized in nearly six hundred counties

in the South, and government agents, public-school officers, and teachers have co-operated in the organization and instruction of the various local associations. On May 15, 1910, the memberships in these states—Alabama, Arkansas, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia—aggregated 46,225. General public interest in their work is evidenced by the fact that merchants, bankers, and other public-spirited citizens offered more than \$40,000 worth of prizes, consisting of money, farm implements, excursion trips, ponies, pigs, bicycles, watches, and many other articles calculated to gladden the hearts of the youthful competitors.

In awarding prizes the following scheme has been adopted:

- a) Greatest yield per acre, weighted at.....30 per cent
- b) Best exhibit of 10 ears.....20 “ “
- c) Best written history of the crop.....20 “ “
- d) Best showing of profit.....30 “ “

Farm experts are selected to pass judgment on a) and b), and school officers and teachers on c) and d). In calculating items under d), \$5 is uniformly reckoned as the rent of an acre of land, 10 cents per hour for the work of each boy, 5 cents per hour for each horse used, \$2 for each two-horse load of stable manure, and current market prices for commercial fertilizers.

In leaving this field of educational extension the comment may be ventured that the boys and girls of the North, among whom agricultural-club work was first organized, must needs look to their laurels if they are not sooner or later outstripped by the youth of the Southland. For the sake of comparison, and in concluding this article, let us turn to the record of a northern state in which the writer has had some interesting personal experience in organizing such clubs.

The first corn-growing clubs for Michigan boys and girls were organized in three or four counties in 1908, under the initiative of Congressman J. C. McLaughlin in co-operation with D. J. Crosby of the Office of Experiment Stations and with the Michigan Corn Improvement Association. The next spring this work was extended to seven or eight counties, approximating 1,500 members. The reports for 1910 show that about twenty counties are now organized and the interest, as shown by prizes offered, is rapidly increasing. One county

has set the mark at \$1,000 for prizes to be offered in the boys' and girls' corn show, with at least \$2 to every exhibitor. In another county a thousand-dollar silver trophy, offered by one of the great breakfast food manufacturers, is being exhibited to arouse interest, together with the ear of corn which won this trophy last year. But undoubtedly the prize which excites the greatest enthusiasm among Michigan boys and girls this year is the one-thousand-dollar five-passenger touring car offered by a Lansing automobile company for the best ten ears of corn exhibited by any competitor under twenty years of age.

Perhaps the most concrete evidence of the widespread influence in this country of the competitive work of boys and girls in the line of agricultural and educational extension is to be seen in the Fourth International Corn Exposition at Columbus, Ohio, January 30 to February 11. Since the famous exhibit by fifteen hundred Illinois boys in the exposition at St. Louis in 1904, these exhibits have steadily improved in magnitude, quality, variety, and educational significance. It is not saying too much to suggest that the world-wide influence of the International Corn Exposition is due in no small degree to the factor represented by the enthusiastic interest of hundreds and thousands of associated boys and girls in this country; and it may not be too presumptuous to forecast the time when this junior agricultural-club movement may find a conspicuous place in the educational progress of every other leading nation as well as in the United States.



## B. RELATION OF RURAL SCHOOL TO BETTER HOUSEKEEPING

E. C. BISHOP

Schools Section, Department of Agricultural Extension, Iowa State College, Ames  
Formerly State Superintendent, Nebraska

Through the public-school system we have found a means of stimulating an interest in, and actually developing, better agriculture practice on the farm. Moreover, we have learned that the farm and the farm community need more than simply better things in the field and in the barnyard. After all, that which does most to make the farm community a center of interest, and develops better business practice, better living, better ideals, happier existence, and stronger citizenship, is the farm home as influenced by those things in which the household is concerned.

For this reason, we are urging that hand in hand with the teaching of farm crops, farm animals, horticulture, and dairying, we should include domestic science, domestic art, gardening, and manual training in their relations to the home and the business of the farm.

Better housekeeping in farm homes means better farming and better citizenship. Too many farmers have become discouraged, disheartened, and discontented, and have failed to make the most of their opportunities and to make the best use of their energies, capital, and business ability, because of the adverse conditions in the farm home.

The farm home is therefore a vital question. It merits our close attention, our careful thought, and our best effort directed toward the establishing of the best there is in home making.

In establishing better practice on the farm, we have found a great waste of effort when directed through the older men. Their old habits and their ideas of what constitutes the best method of procedure are too firmly set to yield to ordinary influences. We must work largely with the young men. We can do this in a large way to best advantage with the boys whom we can reach through the school.

So it is with the farm home. The ordinary conscientious, hard-working farmer's wife has grown so accustomed to inconveniences,

hard work, and the omission of so many of the factors that count for joy, ease, and better home comfort, conveniences, and aesthetic relations, that she is too often slow to ask for a change or to accept the proffered gift of better things in her home. But we can reach the home through the school girl whose quick perception, intuitive instinct, and eager anticipation lead her to receive suggestions and to act in those things which attract and hold her interest.

I can here mention only one phase of the work which has done so much for better housekeeping through the public schools.

Nebraska has at this time enrolled in state, county, and district boys' and girls' clubs over 32,000 young people under 21 years of age. Of this number, 2,200 girls are enrolled in the Home Experiment Department conducted directly by the state department of public instruction. The following quotations taken from the announcement bulletin issued March, 1910, explains the plan:

We want to help a number of the most ambitious young people in each county to conduct some experimental work at home and to take up some definite work under the direction of the county superintendent and this department.

This will be known as the Home Experiment Department. The plan provides for a number of young people in each county some definite work in which they are to receive instruction and on which they are to report progress each month. We want for this special work only such boys and girls as will give particular attention and will be capable of getting results. Their work will form a substantial nucleus for the general county organization which can include in addition thereto whatever phases of work the county superintendent sees fit to introduce. It will put the work on an educational basis which will be helpful alike to the school and to the home in showing what can be accomplished by carefully directed, continuous effort.

To the boys and girls who became members of this department our plan is to send a pamphlet each month. These pamphlets will contain something of interest to every member.

Each month the members will be expected to report on some particular thing accomplished, depending upon the division of the work they enter. These reports are to be sent to the state superintendent of public instruction, Lincoln, Nebraska, and to the county superintendent if desired.

The instructions, pamphlets, and supplies are furnished members free. Each person on becoming a member must agree to carry out fully the directions and make the required reports.

## DOMESTIC SCIENCE

Each member will receive each month from April to November, recipes and definite instructions for carrying on the work.

1. *Cookery*.—The work in cookery includes some of the best methods for the cooking and serving of nutritious foods, and the canning and preserving of some of the fruits in season each month. In connection with the instruction in canning and preserving, in June a bulletin will be sent on *Bacteria and Moulds: Preservation of Foods*.

General instructions in cookery: In all the work in cookery, the members of the club will be asked to conform to certain general rules in order that the measurements may be definite, and the results uniform.

The table of measurements is as follows:

3 teaspoonfuls (tsp.)	= 1 tablespoonful (tbsp.)
16 tsp.	= 1 cup (c.)
4 cups	= 1 quart (qt.)

All measurements are taken *level*. With a knife scrape off all excess from a spoon or cup when measuring either dry or liquid ingredients.

Flour is measured after sifting.

In preparing a recipe, as a general rule, all dry ingredients are mixed and sifted before adding the remaining ingredients.

In any recipe calling for beaten eggs, care must be taken to beat the egg immediately before using, as the egg does not have the same leavening power after standing.

2. *Butter-making*.—During the season a bulletin will be sent out on the sanitation and care of the milk and cream, churning of the cream, finishing and packing of the butter. Those entering this department will receive the bulletin and a blank report card for reporting the different items concerning the work. It is expected that classes will be provided in county contests for butter-making.

3. *Sewing*.—The work in sewing will be practical and the articles made will be those things which are necessary and useful to the girl.

During the season instructions and materials will be sent each one who becomes a member of this department and reports will be required.

In April, the samples of overhanding, hemming, hemming flannel, back stitching, and running will be finished according to directions, and returned.

In May, the stitching, overcasting, and felled seams; in June, the Dorothy seam, feather stitch, satin stitch, and French knots; in July, gathering on a band; in August, the making of a petticoat; in September, an underwaist; and in October, a canvas sofa pillow.

As these samples and questions are completed and returned to the office

they will be clamped together and the complete sewing book returned to the county superintendent to be handed to its owner.

In addition to the sewing book, there will be instructions for making those articles which will be made and used in the home. The club members will furnish their own material, and the state department the patterns and instruction necessary for hemming towels, making a sewing apron, holders, the making of a garden hat, marking of household linens, and the making of the large underwaist and petticoat after the model of the small ones.

In addition to this there will be patterns furnished for a complete outfit for a twelve-inch doll, and patterns for a complete outfit of infant clothes for a ten-inch doll.

In sewing, special care should be taken to keep the work as clean and neat as possible, to have the hands and nails clean, and a clean apron to protect the work.

A large towel or pillow case may be used to keep the work in when it is not being used.

4. *Sweet-pea culture*.—Instructions will be given for planting and care of sweet peas.

A sample page from the directions sent to the members by separate bulletins is printed below. Each bulletin contained the necessary pieces of sample cloth, thread, needles, hooks and eyes, and buttons for doing the practice work outlined for sewing. These samples were returned by mail to the state superintendent after the member had performed the required work. The articles made remained the property of the girl and were generally exhibited at the local or county-school exhibits. The directions quoted are for May, the second month of the course.

#### I. COOKING

*Pot roast*.—Select a four- or five-pound piece of beef from the rump, wipe with a damp cloth, trim off all excess fat. Put in a kettle with one pint of boiling water, cover very tightly. Let simmer slowly until tender when pierced with a fork—about four hours—adding a little water as needed. Thirty minutes before removing from the fire add 1 teaspoon salt and  $\frac{1}{8}$  teaspoon pepper.

At the end of four hours the meat should be a rich brown color, and so tender that the fat and bone will naturally separate itself from the lean of the meat when lifted out on the platter.

*Brown gravy*.—Add enough boiling water to the liquor in the kettle to make 1½ cups. Let boil, and beat in with a fork  $\frac{1}{2}$  cup water and  $\frac{1}{4}$  cup flour which have been thoroughly rubbed together.

Boil three minutes, season, and strain if necessary.

*Dumplings.*—

1 cup flour	$\frac{1}{4}$ teaspoon salt
1 teaspoon baking powder	2 teaspoons butter
	$\frac{3}{4}$ cup milk or water

Mix and sift the dry ingredients, rub in butter with tips of fingers, add milk gradually, stirring with a knife. Place by tablespoonfuls on buttered pie tin, steam for twelve minutes. Arrange on the platter with meat, a spoonful of gravy over each dumpling.

## II. SEWING

*Overhanding.*—Materials required:

Cross-bar muslin: 6 inches long and 4 inches wide.

Thread: No. 80 white cotton.

Needle No. 10.

Cut the cross-bar muslin in two pieces, each 6 inches long and 2 inches wide. Trim evenly on all sides, leaving no frayed edges. See that all corners are perfect.

Carefully turn, baste, and hem sides (1) to (2), (3) to (4), (5) to (6), and (7) to (8) according to the directions in the last lesson.

Overhanding is the sewing together of folds or selvages with small stitches taken over the edges.

Baste together pieces (A) and (B) holding right sides together with edges (4) to (3) and (5) to (6) together.

The directions for overhanding continue through another half-page and are followed by directions and pattern for making a "machine-made apron."

The cooking recipes for other months included: Chinese muffins, cocoa, emergency puddings, warm apple sauce, hard sauce, canned cherries, white bread, baked pears, blackberry jam, preserved strawberries.

The work in cooking and sewing has been instrumental in the adoption of better methods, better ideas, and better ideals in the homes reached and in the bringing-about of better home conditions in the communities.

The quality of work done by these girls in their homes, working from printed directions, with the encouragement given by the teacher, is such that there is no doubt about the effectiveness of this plan to secure good work and to introduce a new element of interest and activity in the home, and at the same time to vitalize the work of the school.

### III. RURAL-SCHOOL LIBRARIES

---

A. B. GRAHAM

Superintendent of Agricultural Extension, Ohio State University

---

More than half a century ago provision was made at great expense for public libraries in rural communities. These were to be kept at district schoolhouses. Although great care was taken to select books that would be both entertaining and instructive, the collection was not what we would call the best, for this movement was one of those much-needed movements that came long before the people were ready for it or before much thought had been given to the writing of books for children. In this collection of books were found volumes on agriculture and other industries. Those who read these volumes were much helped by the science information of the time.

Only a very few of the people were given to looking upon the cultural value of the library and still fewer to the help that might be given through the books to the industries, especially to agriculture. No serious thought or consideration needed to be given to science for the maintenance of soil fertility, etc. The virgin soil, when drained, produced about all that was needed for home consumption and the far-away market.

The establishing of village and city libraries during the time of the old academies was productive of a culture that has been projected into the better strata of society in those villages and cities. These, with other educational advantages, have caused the rural resident to look with envious eye upon his village or city neighbor.

The establishing of the rural-school library gives to the country resident, whether youth or adult, an opportunity to avail himself of just as good reading material as is afforded his village or city friend. There may be assigned three good reasons why the farmer and his children should seek reading material; the first and least important is for pastime. His isolation and lack of opportunity for immediate social intercourse makes reading in the home very necessary. Some danger may arise from a haphazard selection of books for the sole purpose of pastime and the result be baneful rather than helpful. Second,

for elevation and his own inspiration; even though there is much work to be done on the farm, there comes a time in the long winter evenings that can and should be given over to association with the best men and women through their writings. The school library as a central point from which books may be obtained for general reading in the home should, and does in most instances, offer a safeguard against the selection of books that contain nothing in particular to commend them. The school superintendent, a few teachers, and one or two well-informed citizens of the community usually find it a duty delegated to them to make the selection of volumes for the school library. Their careful observation and wide reading make them competent to select such books. Third, that the habit of reading may be acquired. One who has formed such a habit cannot be satisfied until he has something at hand to read. In the years of early youth habits of any kind are most easily formed; hence, if a reading habit is to be fixed, young people must have an opportunity to secure books that are not only suited to their needs but also to their desires. During certain periods in the lives of children they want stories that are quite imaginative; then they demand great activity; later, the story-book must tell of heroic deeds performed; and still later the young reader prefers a high-grade love story in the central figure of which the very amorous nature of the child finds itself embodied. Following this, he seeks the leader who may be found in the pages of history, commanding an army of men or undertaking and completing some great engineering enterprise.

The rural school comes a little nearer than any other organization to being the center of a variety of community interests. A greater percentage of the people of any community can be reached from the little country schoolhouse than can be reached through the public libraries or through the schools of a city when an equal number of people in each place is considered. The frequent communication of the rural home with the rural school through the child who attends it, brings the little library into close contact with that home. For this reason, if for no other, it is a little nearer to the people who support it than is the city library.

The country-school library leads to much reading at the fireside. The natural result is that more small private libraries are built up in the homes than would be had there been no opportunity for general reading in the home. In some communities it has been found that

prior to the establishing of the library at school the number of books in the homes could be counted on the fingers of one hand. Sometimes the Bible, the last agricultural report, and a Hagerstown almanac made up the library for young and old. The same home, or others like it, has coming to it some low-grade story paper or so-called agricultural paper whose subscription price is something like ten cents for three or perhaps five years.

#### SELECTING THE BOOKS

The selecting of books for any library should be determined much as has already been suggested. The subject-matter should be elevating and the style suited to the predominant characteristics of the child at the period in which the book is most likely to be read. It is useless to discuss the tastes for different kinds of reading matter as may be noticed in the two sexes. A small library can reflect only to a very small degree the cause for the difference in taste between boys' and girls' choice of reading material. Since so many of these library books must be selected with a view to establishing the reading habit in both old and young, the size and number of the pages should not be left out of consideration. Those who have not formed the reading habit will invariably pick up a small book, look at it to see how profusely it is illustrated, and then turn to see how many pages there are. The rural districts are not alone in having a few here and there who take a kind of pride in telling that they have never read any book through. These, too, can be reached if the age and some one or two of their peculiar characteristics are kept in mind in the selecting of books. Book companies are so very aggressive in marketing their goods that they make up stock libraries from their own publications, ranging in price from \$5.00 to \$25.00 and too often school-board members as well as teachers are willing to spend what money they have for a set of such reading matter or hand-me-down libraries. The very best books are often to be found published by firms about whom little or nothing is known. It pays to seek the book and the publisher. Some of the old novels and stories such as *Sartor Resartus*, *Mill on the Floss*, *Adam Bede*, *Reveries of a Bachelor*, *Baron Munchausen*, Prescott's *Conquest of Mexico*, and *Hero and Hero Worshipers* take up space in some of the so-called rural-school libraries. There is no doubt but that these are worth reading, but the reading habit will not be formed



very soon where a library is stocked up on such books as these that have been bought for a quarter apiece or even less at some cheap book store or mail-order house. The number of books never made a library. One hundred books, well selected, are worth a thousand that merely take up shelf room or a lesser number that have nothing but green or red bindings and gilt letters to commend them. The little district-school library should have, besides the literature, stories of history and geography, and many books on nature, games, etc. Here, too, is the opportunity to introduce elementary texts on industrial subjects.

Books selected for the State Pupils' Reading Course are suited to the needs of children in the elementary grades and ought to be a part of every school library. In the list appended such books will be found as have been chosen for the Ohio Pupil's Reading Course. In supervised schools there should be a few texts on general pedagogical subjects.

#### MEANS OF RAISING MONEY FOR BOOKS

Rural people have very seldom been the beneficiaries of any of the gifts of Carnegies or Rockefellers in sufficient amounts to do much good for the building of libraries. One man at Granger, Medina County, Ohio, bequeathed \$1,000, the income from which is to be used annually for purchasing books for the school library. A member of the Royal Baking Powder Company, a former Miami County man, gave very liberally to the fund of a township-school library in Bethel Township of his native county. Not many such bequests or donations are on record. The proceeds from socials, fêtes, commencements, and lecture courses (if any money remains from the lecture course) have been used to build up the libraries. If the township is the school unit and the little libraries are to be located in district-school buildings, then the public funds of the township should be used for the purchasing of books, that the people of each community or each school district may have an opportunity to read much the same books. In the state of Ohio, township boards of education are authorized to appropriate annually \$250 from the school funds for district-school libraries. Judging from both experience and observation, the writer is of the opinion that at least 300 books of the same title and binding should be found in each school-house. In addition to these there ought to be a number of books that are of different titles and authorship, and perhaps more expensive, which may be boxed and circulated from school to school in the township.

Where no library is maintained, advantage should be taken of circulating libraries such as are maintained by a good many states in connection with the State Library at the capital city. These boxes contain from forty to fifty books and can be secured upon application and retained for the school year. Usually the only charge is the expressage to and from the state library. Three hundred books are sufficient for the permanent district-school library unless a habit of excessive or disproportionate reading is entered into; i.e., the fourth-grade child who reads from ten to fifteen books in a year and does the work assigned from his texts for recitation has attempted quite enough. While the danger arising from excessive reading may not be so great as from not reading at all, yet it remains to be said that the average American youth who has the unrestrained reading habit is often gorged with good matter that is not allowed time for proper mental digestion. Again, let it be said that it is not how large a library is that determines its good qualities but rather how nearly it comes to being suited to the different periods and conditions of the child and to the work to be done in the school and in the community. A removal of the possibilities for excessive reading in any one of these periods is to be brought about by avoiding an over-supply of books on any subject; in the degree that books are selected along the lines of these subjects, in that degree the reading of the community as well as that of the school can be controlled. It is not to be denied that there is such a thing as excessive reading both in the school and in the home. Here is one more opportunity for the teacher to use her tact in directing the attention of the children to the particular work assigned them for class and to co-operate with the parents toward helping the child to be considerate of his manual duties in the home. It is about as difficult to control or regulate excessiveness in doing a good thing beyond keeping it in harmony with one's duties along other lines as it is to establish a right habit.

#### THE CARE OF BOOKS

The indifference of teachers and others to the use to which libraries are placed causes such large losses that many school boards and others interested in the library movement have become discouraged and it is difficult to secure sufficient money to re-establish what once was. In some township high schools a boy or a girl is appointed and paid as a librarian, to give out, record, and note the return of books from the

library. In some places the librarian devotes a few minutes after school to this work. Whether the library is one for township high schools or for the district school, the necessity for recording the going and coming of the books is imperative.

In one township in Ohio where there are over 5,000 books in its district schools, practically no books have been lost, because of the careful records kept. Twice a year the teachers are required to check up the books, once at the holidays and once at the close of the year. Many books have been worn out but they have been replaced by new ones. The books should be kept in neat and attractive cases with glass doors through which the titles of the books can be seen. This is one means of attracting the reader to the contents of the book. The case makes a valuable and attractive piece of furniture in the schoolroom and the books are oftentimes given the care that would not be given them if they were lying around on dustladen shelves, window sills, cupboards, and other dirty places. In the school there should also be found a table on which a few books may be placed temporarily. On this table should be found a clean little newspaper such as *The Pathfinder* and an elevating story magazine such as *Our Young People* or *The Youth's Companion*.

The end or aim of all that has been said concerning the encouragement of the habit of reading, the selection of books, the means of establishing and maintaining the library, and the care that should be taken of the books is that the library may become a permanent part of the school equipment, that the rural school may become a more helpful social and educational center for the community supporting it.

The appended list of books, classified under three heads and assigned to certain grades, has been used for several years in each of thirteen district schools in Springfield Township, Clark County, Ohio. Many other libraries are found in the rural schools of Ohio but none where the same care has been taken to make the selection and preserve the books.

## LIBRARY CATALOGUE, SPRINGFIELD TOWNSHIP, CLARK CO., OHIO

### LITERATURE

	May be read by pupils of grades
A Man without a Country (E. E. Hale) .....	6, 7, 8
American Literature Primer (Mildred Watkins) .....	6, 7, 8
*Beautiful Joe (Sanders) .....	5, 6

\* Books marked (\*) adult readers will enjoy.

May be read by  
pupils of grades

*Being a Boy (Warner) . . . . .	6, 7, 8
*Birds' Christmas Carol (Wiggin) . . . . .	4, 5, 6
Black Beauty (Sewell) . . . . .	4, 5, 6
Christmas Carol (Dickens) . . . . .	7, 8
Child Life in Poetry and Prose (Whittier) . . . . .	3, 4, 5
Courtship of Miles Standish (Longfellow) . . . . .	7, 8
6 Cyr Primers (Ellen Cyr) . . . . .	1, 2
Dog of Flanders (Ramée) . . . . .	5, 6, 7
Don Quixote (Cervantes) . . . . .	7, 8
Eugene Field Book . . . . .	5, 6, 7, 8
*Evangeline (Longfellow) . . . . .	7, 8
Fables and Folk Stories (Scudder) . . . . .	2, 3
6 First Readers (Cyr, Brumbaugh, Stickney) . . . . .	2
*Five Little Peppers (Sidney) . . . . .	5, 6, 7, 8
*Grandmother's Story of Bunker Hill (Holmes) . . . . .	7, 8
Hans Andersen's Stories . . . . .	4, 5, 6
*Hoosier School Boy (Eggleston) . . . . .	5, 6, 7
*Hoosier School Master (Eggleston) . . . . .	7, 8
*Irving's Sketch Book . . . . .	7, 8
Ivanhoe (Scott) . . . . .	7, 8
King of the Golden River (Ruskin) . . . . .	5, 6, 7, 8
Letters to Farm Boys (Wallace) . . . . .	7, 8
*Little Lord Fauntleroy (Burnett) . . . . .	4, 5, 6
Little Nell (Dickens) . . . . .	6, 7, 8
Odysseus . . . . .	7, 8
*Old Fashioned Girl (Alcott) . . . . .	6, 7, 8
Oliver Twist (Dickens) . . . . .	7, 8
Open Sesame (Bellamy & Goodwin), Vol. I . . . . .	4, 5
Open Sesame, Vol. II . . . . .	5, 6
Open Sesame, Vol. III . . . . .	7, 8
Our Country in Poetry and Song . . . . .	6, 7, 8
Paul Revere and Other Poems (Longfellow) . . . . .	6, 7, 8
*Pilgrim's Progress (Bunyan) . . . . .	7, 8
*Rip Van Winkle (Irving) . . . . .	7, 8
Rhymes of Childhood (Riley) . . . . .	6, 7, 8
Riverside Primer and Reader (Scudder) . . . . .	1, 2
Robinson Crusoe (Abridged: DeFoe) . . . . .	3, 4
6 Second Readers (Cyr, Brumbaugh, Stickney) . . . . .	2, 3
*Snow Bound (Whittier) . . . . .	7, 8
*Spyri's Heidi . . . . .	6, 7, 8

\* Books marked (\*) adult readers will enjoy.

May be read by  
pupils of grades

Stories for Children (Lane).....	1, 2
Swiss Family Robinson (Wyss).....	7, 8
Tales from Shakespeare (Lamb).....	7, 8
Talks about Authors.....	6, 7, 8
2 Third Readers (Cyr, Brumbaugh).....	3, 4
*Tom Brown's School Days (Hughes).....	7, 8
Tanglewood Tales (Hawthorne).....	6, 7, 8
*Uncle Tom's Cabin (Stowe).....	7, 8
Verse and Prose for Beginners.....	2, 3
Whittier's Poems.....	7, 8

## HISTORY

American Life and Adventure (Eggleston).....	3, 4, 5
Beginners' American History (Montgomery).....	4, 5, 6
Biographical Stories (Hawthorne).....	6, 7, 8
Boyhood of Famous Americans.....	4, 5
Colonial Children (Pratt).....	4, 5, 6
Conquest of the Old North-West (Baldwin).....	7, 8
Discoverers and Explorers.....	4, 5, 6
Four American Inventors.....	6, 7, 8
*Four American Naval Heroes.....	6, 7, 8
*Four American Patriots.....	6, 7, 8
*Four American Pioneers.....	6, 7, 8
*Four American Poets.....	6, 7, 8
*Four Famous American Writers.....	6, 7, 8
*Four Great Americans.....	5, 6, 7
*Fifty Famous Stories Retold (Baldwin).....	3, 4, 5
*Franklin, Benjamin, Autobiography of.....	7, 8
Girls Who Became Famous (Bolton).....	7, 8
*Grandfather's Chair (Hawthorne).....	6, 7, 8
Grandfather's Stories (Johonnot).....	3, 4
Great American Educators (Winship).....	
Great Americans for Little Americans (Eggleston).....	2, 3, 4
Great Artists (Horne and Scobey).....	6, 7, 8
Heroic Deeds (Johonnot).....	4, 5, 6
History of Education (Kemp).....	
Lincoln, Abraham, Life of.....	7, 8
Lives of the Presidents.....	6, 7, 8
Old Bay State (Brooks).....	7, 8
Old Dominion (Cooke).....	7, 8

\* Books marked (\*) adult readers will enjoy.

	May be read by pupils of grades
Old France (Pitman) . . . . .	7, 8
Old Greek Stories (Guerber) . . . . .	7, 8
*Olden Time (Johonnot) . . . . .	5, 6, 7
*Our Country (Johonnot) . . . . .	5, 6, 7
Pennsylvania (Walton and Brumbaugh) . . . . .	7, 8
Poor Boys Who Became Famous (Bolton) . . . . .	7, 8
*Short Stories from English History (Blaisdell) . . . . .	6, 7, 8
Spanish-American War . . . . .	6, 7, 8
Spanish in the South-West (Winterburn) . . . . .	7, 8
Stories of the Chosen People (Guerber) . . . . .	7, 8
Story of Lafayette . . . . .	6, 7, 8
*Stories of Ohio (Howells) . . . . .	6, 7, 8
*Tales from Ohio History (Venable) . . . . .	6, 7, 8
*Ten Boys (Andrews) . . . . .	5, 6, 7
True Citizens (Markwich and Smith) . . . . .	7, 8
The Young Citizen (Dole) . . . . .	7, 8
*Thirteen Colonies (Guerber) . . . . .	5, 6, 7
*Uncle Sam's Secrets (Austin) . . . . .	7, 8
Washington and His Country (Irving and Fisk) . . . . .	7, 8
*Washington, George, Life of (Scudder) . . . . .	6, 7, 8

## SCIENCE

About the Weather (Harrington) . . . . .	7, 8
Agriculture for Beginners (Burkett, Hill, and Stevens) . . . . .	7, 8
American Indian (Starr) . . . . .	5, 6, 7
Around the World, Part I (Carroll) . . . . .	2, 3
Around the World, Part II (Carroll) . . . . .	3, 4
Around the World, Part III (Carroll) . . . . .	4, 5
*Asia (Carpenter) . . . . .	6, 7, 8
Australia (Carpenter) . . . . .	6, 7, 8
Aunt Martha's Corner Cupboard (Kirby) . . . . .	4, 5
Birds and Bees (Burroughs) . . . . .	7, 8
Child Book of Health (Blaisdell) . . . . .	4, 5, 6
Child Life in the Country . . . . .	3, 4
Children of the Cold (Schwatka) . . . . .	4, 5, 6
Each and All (Andrews) . . . . .	3, 4, 5
*Europe (Carpenter) . . . . .	6, 7, 8
Feathers and Furs (Johonnot) . . . . .	3, 4
First Book of Birds . . . . .	5, 6, 7, 8
First Principles of Agriculture (James) . . . . .	Adults

\* Books marked (\*) adult readers will enjoy.

May be read by  
pupils of grades

Home Geography (Long) . . . . .	3, 4
Home Geography (Farr and McMurry) . . . . .	3, 4, 5
Insect World (Fignier) . . . . .	7, 8
*Life on a Farm (Shepard) . . . . .	7, 8
Little People of the Snow . . . . .	3, 4, 5
*Lobo, Rag, and Viven (Thompson) . . . . .	6, 7, 8
*North America (Carpenter) . . . . .	5, 6, 7
Our World Reader (Hall) . . . . .	4, 5, 6
Our Bodies (Blaisdell) . . . . .	7, 8
Playtime and Seedtime (Parker and Helm) . . . . .	2, 3
Practical Agriculture (Bailey) . . . . .	Adults
Principles of Agriculture (Goff and Mayne) . . . . .	7, 8
Rural School Agriculture (University of Minnesota) . . . . .	7, 8
Seven Little Sisters (Andrews) . . . . .	3, 4, 5
*Sharpeyes and Other Papers (Burroughs) . . . . .	7, 8
Shy Neighbors (Kelley) . . . . .	4, 5, 6
*South America (Carpenter) . . . . .	6, 7, 8
Stories of Animal Life (Bass) . . . . .	2, 3
Stories of Big People and Little People (Shaw) . . . . .	4, 5, 6
Stories of Indian Children . . . . .	3, 4, 5
Stories of Insect Life, Part I . . . . .	3, 4, 5
Stories of Insect Life, Part II . . . . .	3, 4, 5
Stories of Plant Life (Bass) . . . . .	2, 3
The Sciences (Holden) . . . . .	7, 8
Triumphs of Science (Lane) . . . . .	7, 8
Uncle Robert's Visit (Parker and Helm) . . . . .	3, 4, 5
Wings and Fins (Johannot) . . . . .	

\* Books marked (\*) adult readers will enjoy.

#### IV. THE RURAL SCHOOL AS A MEANS OF DEVELOPING AN APPRECIATION OF ART (INDOOR AND OUTDOOR)

---

O. J. KERN

Superintendent Winnebago County Schools, Rockford, Ill.

---

The reader should not be misled by the title of this article. There will be no attempt to discuss this from the artist's point of view. What follows is a simple story of twelve years' effort to secure more attractive school grounds and schoolhouses among the people who live in the open country. At this stage of development perhaps the terms Outdoor and Indoor Art as applied to the country school are not the most fitting ones.

I became county superintendent of schools in December, 1898. It took me about one year to learn conditions so that I might know what the problem really is, so far as the physical conditions of the country school are concerned. There were then 118 school grounds and houses, many of them far from being an inspiration to the boys and girls who frequented them more or less regularly and lovingly. The problem was how to arouse 150 school teachers, 360 school directors, 4,000 school children, and the patrons in general to undertake some movement to better conditions. Some of them have not yet been aroused. I am living in hopes that they will yet see a light.

We began with the teachers. The county was divided into four divisions with a monthly meeting in each division for six months of the year beginning with September. These were local meetings for work, and were aside from the annual teachers' institute which is held the last week of March. The county superintendent attended every one of these local meetings, and he required no teacher to do more reading or study than he himself was willing to do. By the development of the interurban trolley system in this county he has been able to consolidate these four divisions into two. This gives him more Saturdays for office work. But these local teachers' meetings have been the great means of securing unity of educational purpose and effort. Once a month the teachers come together for the round-table discussions on ways and means to



arouse a strong, healthy public sentiment among the farmers for better houses and more attractive school grounds. We never talked to the farmers about "The Ethical and Esthetic Influences of Outdoor and Indoor Art," as factors for the moral regeneration of the "rural regions." The farmer must be met on his own ground. If you tell a farmer in Winnebago County that "the cow runs," he understands that at once. And that simple statement is all there is to it anyway. But a simple statement oftentimes is not used by us teachers. Instead of "the cow runs," we say rather that "the bovine quadruped in response to external stimuli finds immediate expression in discharges of motor activities." You can imagine a farmer standing around watching his cow "motor" along like that!

But when you tell a farmer that the schoolhouse should be as good in equipment and management as the best dairy barn or creamery, not to make money but to develop character, you are meeting him on common ground. And at the same time if you can show him a picture of school-room improvement, the impression is all the greater. For this reason I make much of the camera, the printing-press, and stereopticon, so that farmers may hear with their eyes as well as with their ears. Indeed sight is far more effective than sound. A picture on a screen before a country audience results in things being done. A learned paper on art before the same audience puts them to sleep.

Likewise when you tell a farmer that the country school grounds should measure up with those of the best farm home grounds in beauty he will not fail to catch your meaning. He does not yet understand much about the best approved principles of landscape planting. He will not appreciate very much along this line in a theoretical discussion from some club woman who believes she has a mission to "uplift" the rural landscape at a farmers' institute meeting. But there is great promise with the children of these same farmers if only the teacher and superintendent value the opportunity they now have to create new ideals among these same children through the medium of the country school.

An earnest, enthusiastic supervising officer (please emphasize the idea of enthusiasm) can fully appreciate the value of the momentum acquired by earnest co-operation and counsel of country-school teachers through twelve years of regular teachers' meetings supplemented by live teachers' institutes. Once arouse the teachers and you cannot fail to get the children. And with the children engaged you are sure to get most

of the parents out on the firing line. This means plenty of hard work, but that is the price of success.

Of course the first thing emphasized in these teachers' local meetings was better schoolroom work and methods in carrying out the course of study. This is fundamental, for a teacher's first business is to teach school and to teach it so well that the confidence of the patrons is assured. This paper will not go into details on methods and management as far as the schoolroom work is concerned. But good reading, spelling, arithmetic, geography, etc., will more likely bring trees and vines to the school grounds and pictures and curtains to the schoolroom than the lack of good results in the three R's. A teacher who does good schoolroom work will soon find a way to enlist her district to improve grounds and building.

Of course we read books and bulletins. I secured all the bulletins I could from the United States Department of Agriculture; the American Park and Outdoor Art Association, now the American Civic Association; and the *Youth's Companion*. These were given to the teachers and mailed to school officers and leading farmers. We made use of Arbor Day Annuals and tried to see to it that we did more than simply engaging in a pleasant conversation about trees instead of actually planting them. To be specific, there is bulletin No. 134, *Tree Planting on Rural School Grounds*, issued by the United States Department of Agriculture. This I sent to two hundred teachers, to three hundred and fifty school directors, and to about one thousand farmers. I wanted them to know that trees would grow on country-school grounds if given a fair chance. The table of contents of this bulletin is as follows: "Reasons for School-Ground Planting"; "Arbor Day and School-Ground Planting"; "Preliminary Arrangements for Planting"; "What Planting to Do"; "Kinds of Trees to Plant"; "Obtaining the Trees"; "How to Plant the Trees"; "Why Trees Die in Transplanting"; "Care of Trees after Planting"; "Studies for the Teacher and School"; "Facts about Trees."

The above is a sample of the material used to inoculate the people with the bacteria of school improvement.

In 1901 I began to use the camera in earnest, taking pictures of local conditions good and not quite so good. Good half tones were made by firms who did good work and were used on first-class paper. During the last nine years my annual report has gone into every home in the county outside of the city of Rockford. The reports for 1902, 1903, 1904, 1905, 1906, 1907, 1908, 1909, and 1910 represent a total number of

50,000 copies at a cost of \$7,500. These reports are well illustrated and printed on the best of paper. The effort is to have nothing but a thing of real artistic merit to go into the country homes. This is surely raising the standards in art appreciation, so far as the fundamental principles can be set forth in this way. These reports contain pictures of things that have been done in various schools in the county and thus prove an incentive to more backward communities to progressive effort. Illustrations of good planting effects outside of the county are shown, so the people may get better ideals.

The reader will not ask for any reports previous to 1910, for the supply has long since been exhausted. These reports must be of some value, the writer hopes, for requests have come from all over the United States for the privilege of purchasing these in lots. Fully 1,000 copies of each report could have been disposed of in this way. But that was not the purpose in issuing them.

Right here the reader, if he is a county superintendent, will say that his county board will not allow him to issue an illustrated annual report of 6,000 copies at a cost of \$1,000. Neither would mine when I began. My first attempt was a booklet, costing about \$25, of about 200 copies for vestpocket use. This was in 1899. The one for 1900 cost a little more; the one for 1901 had a few pictures in it; the 1902 report, more fully illustrated, cost \$442 for 3,000 copies. From then on the reports increased in quality and price. The board said in effect that since I was securing results I should not be hampered so far as the use of the printing-press and camera were concerned, so long as I kept within reasonable limits. At one time a member of the county board on plea of economy made a motion that the county superintendent be limited to \$600 in the preparation of his annual report. After a thorough discussion this was lost by a vote of 18 to 9. The reader will pardon this detail. But the use of the printing-press and the camera must come as a gradual growth to show IMPROVED CONDITIONS THROUGH THE COUNTRY SCHOOLS OF THE COUNTY. When a board of supervisors sees results then one can count on its reasonable support. No county superintendent should ask for more. And there are coming to my desk from time to time annual reports, illustrated, from various county superintendents of the United States, showing that other county boards are co-operating in this respect.

I make much use, as indicated above, of the stereopticon. I have

nearly 1,000 lantern slides, many of them beautifully colored to illustrate beautifying school grounds in the matter of planting trees, flowers, shrubs, vines; school-garden work; schoolroom decoration and sanitation; consolidation; agricultural education; better country-home conditions, etc. These are used at parents' meetings, teachers' institutes, and farmers' institutes throughout the county. Our annual teachers' institute is held the last week of March. Many plans are made during that week and much material is distributed. These teachers go right into their schools at the close of the week's institute and begin to do some of the things talked about during the week. We have had a traveling art exhibit—one of the Horace K. Turner traveling exhibits of Boston—at several of our weekly teachers' institutes. These have enabled teachers to study pictures and thus know better how to select a good picture for the schoolroom. We have had reading courses on picture-study. Burrage and Bailey's *School Sanitation and Decoration* was studied one year, and copies of the books have been put into our traveling libraries.

Books of both outdoor and indoor art, well illustrated, have gone into our traveling libraries for the country schools. We now have 112 boxes of books, representing 7,100 volumes, costing \$3,800. It is not my task to write about the traveling library as a means of increasing the usefulness of the country school as a social center. In addition to the 112 traveling libraries, over 8,000 volumes have been put into the local school libraries. Of course we should study Nature, in landscape, cloud, sky, stream, and roadside, for a keener appreciation of beauty. But books can help us to appreciate the out-of-doors. And every child who reads six books under the direction of the teacher is given a library diploma at our township graduation exercises held in each township in June. Here is the opportunity to train a rising generation to be better readers. So good books on the general subjects of planting grounds and decorating schoolrooms, and bound volumes of such magazines as *Country Life in America*, are placed in our traveling libraries and thus are proving valuable means of developing an appreciation of good things. The taste for better things is being created through both the natural world surrounding the child and through books. The full fruition of this work will come of course when the children of today become the men and women of a better tomorrow in country life. It takes about a generation to change the ideals of the people along these lines.

Our township graduation exercises bring the patrons and schools of the township together and are surely developing a greater interest in the matter of school improvement. Ofttimes the programs, wholly or in part, are planned to emphasize important phases of outdoor and indoor art. These are social as well as educational occasions. More of a unity is becoming apparent. One cannot state specifically just how many trees were planted, or how many pictures were placed in schoolrooms, or whether this board of directors tinted the walls of this particular schoolroom because of an emphasis placed on these things by the children in their program at the Town Hall last June. But anyway such things are following after.

In this matter of developing art appreciation for the country school too much emphasis, it seems to me, cannot be placed upon the value of educational work with the teachers in teachers' meetings and the annual institute. Mention was made above of a traveling art exhibit at the annual teachers' institute the last week of March. In addition to the several thousand dollars worth of reproductions of the pictures of the world's best painters hanging on the walls of the high-school building where the institute was held, there were many books on art and artists. These books were loaned by the Rockford City Library for use during the entire week of the institute. One period a day was set aside for library reading and picture-study. Another period was used by the county superintendent in talks about certain pictures, their proper framing and adaptability to the schoolroom. It would consume too much space to give that list of books here. Some of those books and newer ones, as stated above, have been put into our traveling libraries to help the teachers carry out the picture-study outlined for each month in the Illinois Course of Study used in our country schools.

In addition to my illustrated annual report of 100 pages which goes into every country and village home of the county, many illustrated articles were prepared by me and run in the local newspapers. One must say the same thing over several times in this matter of developing new educational sentiment for a better country school—say it, of course, in a new and more striking way if possible. Simply circularizing the school directors once or calling the attention of the teachers once or twice to a subject will accomplish but little. This has been my experience. But the matter has been emphasized again and again and again during the past twelve years. I shall expect to repeat for the next

four years; not exactly "repeat," but present the same claims in a newer and more forcible way if possible.

The articles, illustrated of course, as a picture is so effective, cover such subjects as "School Sanitation and Decoration"; "Results in School-Garden Work"; "Course in Art Reading"; "Beauty in Schools"; "Some Educational Forces in the Country School"; "Art in the School-room"; "Beautifying the School Houses"; "Prizes for Neat School Grounds"; "Gardens and Trees for District Schools"; "Outdoor Art for Home and School"; "Art Collection at the High School," etc.

The landscape department of the Illinois College of Agriculture has prepared planting plans for our country-school grounds. These designs set forth in picture the best principles of planting, or the A, B, C of beauty, viz., "A," leave open spaces; "B," plant in masses; "C," avoid straight lines. These planting plans are run in my annual reports and the local press, together with views of grounds planted on this scheme after several years' growth. Slides are also made of these plans and used at teachers' meetings, farmers' institute meetings, etc. The Consolidated School at Seward in this county, the first one in Illinois, has a large school ground of nearly four acres. This is being planted according to plan. Much has been done and much remains to be done. This outdoor art does not come in sixty or ninety days. It is a growth, and the fuller fruition will come when the children of today become the forces of a better tomorrow in country life. Mr. Horace K. Turner, of Boston, donated several hundred dollars worth of fine pictures and casts for the Seward School.

A second consolidated school has been built in Winnegabo County. This is a \$17,000 building on three acres of ground. In conversation with the president of the school board the other day he said the grounds must be beautified next spring according to some definite plan. So the taste is growing. That there is *growth* is the most comforting thing to me, no matter if results are slow at first or first attempts are not up to the superintendent's finest ideals. In this second consolidated school the school board will treat the walls with good color and give a good treatment in color to the woodwork. Pictures will come in due time. This will serve as an education in interior decoration for the country homes. It was my pleasure last week to take several interior views of a country home recently erected. It would rejoice the reader to see the decoration in color of that farmer's home. Colored lantern slides will be made of these views to show other farmers how it is possible to have

the artistic country home out in the open country beside the country road.

Mention was made of outdoor art being emphasized at our township graduation exercises. As a concrete example the program for Rockford Township is given here. Typewritten material was furnished to the program committee for part of the numbers. The names of pupils are omitted.

1. Piano solo—The Alpine Storm.
2. The White Oak.
3. The Vine on the School House.
4. Vocal solo.
5. Improvement of School Grounds.
6. Plant Trees and Protect the Birds.
7. Seed-planting.
8. Cornet solo.
9. Short talk by State Superintendent.
10. Arbor Day.
11. Piano solo.
12. How Do Robins Build Their Nests?
13. The Flower Mission.
14. Garden Drill (twelve pupils).
15. Arbor Day song.
16. The Little Brown Wren.
17. Cornet solo—The Holy City.
18. Arbor Day anthem.
19. Presentation of diplomas by County Superintendent.

My space is about all used. Now for a few results. Last June by actual count there were 2,763 living trees on 112 school grounds. The number of school grounds has been reduced by consolidation. Only one school ground is now without trees. Of these 2,763 trees it is impossible to say how many were planted during the last ten years, as no tree census was taken such as was taken in our library work. A conservative claim is that 1,000 of them have been planted. But trees are not the only things planted. This article does not call for a description of our school-garden work. The following reports are a few sent in by teachers each year. These are from my 1909 report.

"Two dozen trees set out, also three lilac bushes and several rose bushes."

"Grounds cleaned, grape vines, ivy, and bittersweet planted."

"Mudhole filled up, brush cleaned off, and rose bushes set out."

"Set out twelve trees, eight wild grape vines, a clematis, a Boston ivy; outhouses screened and yard raked."

"Two outbuildings with screens. Clematis, Japanese hop vine, and wild cucumber planted."

"Grounds cleaned off; six trees and four rose bushes planted."

"Planted three ash, three elm, and seven box elder trees. Set Boston ivy along school building (stone), woodbine along back fence and closets. Also planted eleven Spirea Van Houttei, two weigelia, and eight lilacs."

The above is sufficient for illustrations of concrete work. If things die, why, set out again next year. Keeping everlastingly at it is the price of success.

Also by actual count teachers report 489 good pictures in the various schoolrooms. These pictures are not all of equal merit. But better subjects are being bought now than were purchased several years ago. The taste is improving. The following are a few from my 1909 report. During the last ten years a total of \$8,808 have been raised for pictures, books, and schoolroom furnishing.

"\$17.35 for books, pictures, and sash curtains."

"\$7.41 for a large picture of Lincoln, Emery's *How to Enjoy Pictures*, and for sash curtains."

"13 for a bust of Lincoln, two pictures, and books."

"\$34.36 for clock, picture, bust of Lincoln, chair, books."

"\$15.50 for books, new molding, construction material, picture and cast, the Lion of Lucerne."

"\$64.50 for organ, globe, and pictures."

"\$18.35 for organ, mirror, window shades, sash curtains, bust of Lincoln, wash basin, and drinking-cups."

A closing word with reference to parent-teacher associations as a means of creating new ideals. By all means have such an organization. Try to have the country people realize that the school belongs to them and they can have better conditions. The great problem, of course, is to get them to WANT better things.



## V. ORGANIZED RECREATION IN RURAL SCHOOLS

MYRON T. SCUDDER

Professor of Education, Rutgers College, New Brunswick, N.J.

### GENERAL PRINCIPLES

When the rural school really finds itself it will pay much attention to wholesome indoor and outdoor recreation. There will be social evenings, lyceum activities, and clubs of various sorts; there will be the woodcraft and water sports of the Boy Scouts and Girl Scouts as well as the plays and games and contests of the playground and athletic field. All these things and more are included in the wider meaning of the words play and playground.

It has been suggested that the playground as it is now conceived ought to be called the "outdoor" school, for such it really is, while the meaning of the word play must be extended to include all means of passing one's leisure or recreation hours.

Play is the rightful heritage of country children as well as of city children and to district schools as well as to graded schools we must look to see that these children come into their own.

An adequate program of play would include pleasurable outdoor and indoor occupation, for (a) homes, (b) day schools, (c) Sunday schools, (d) other social organizations, public and private, suitable for Sundays as well as for week days, adjusted to the season of the year, and adapted to the needs of (1) very little children, (2) children from eight to thirteen, (3) boys and girls in the adolescent period, (4) adults; sex as well as age being taken into account when necessary. The word play thus broadened brings us into the realm of kindergartens, manual-training departments, vacation schools, summer camps, boys' clubs, girls' clubs, nature-study clubs, camera clubs, collection clubs: it has to do with swimming, fishing, boating, skating, skeeing, and snow-shoeing; also with all forms of athletics; with the use of tools and implements, with the use of clay, plasticine, paper pulp, and putty for modeling; with the use of tops and marbles, bean-bags, balls and kites, stilts, toys, soap bubbles, cards, dissected maps, scrap books, and the

myriad other amusement materials, plays, and games which are the heritage of the human race, and without sharing in which no child can grow to complete manhood or womanhood, and no adult can live a cheerful, joyous, well-rounded-out life.

It must be borne in mind that play in the country is not so much to promote health as to develop the higher social instincts, to introduce another powerful centripetal factor into country life which will tend to counteract the expulsive features which have been so actively depopulating our rural districts. The country child does not play enough. His repertoire of games is surprisingly small and inadequate. If he would play more he would love the country better, see more beauty in it, feel the isolation less.

And he would play more if conditions were favorable, for unfortunately they are not favorable to play. He does not know how to play or what to play; his parents are usually out of sympathy with play; and in the country schools not only are his teachers as ignorant as himself in regard to these matters, but even if the child and the teacher *did* know, the school trustee would in many cases interpose objections and forbid any effort in the direction of organized play or athletics. Left to themselves only a comparatively few country districts will attempt to do anything. Initiative will have to come from the outside, but experience shows that with tactful persistence and with organized action considerable may be accomplished even in a short time.

A very important result of play in the country is the development of community spirit which is so seriously lacking in rural districts. There seems to be so little to hold people together. Social forces are centrifugal rather than centripetal. But once interest children in play, get them to organize teams, design and make a school banner, compose and learn a school cheer, adopt a distinctive athletic costume or even a celluloid button which is to be worn when they go to the next great play festival and compete with other schools, and there will be no lack of community spirit so far as the children are concerned, and the adult population will soon be catching something of it too.

As the school is the natural play center of the community, and as supervised play is the only really good kind of play, it follows that the teachers must be play leaders. It is a sorry fact that so few of them are interested, and that so few know how to play. This suggests that courses in play should be given in normal schools and in teachers' train-

ing classes, and that teachers' institutes and associations should take the matter up as practically as possible in their meetings. The country school teachers are handicapped because they are obliged to work almost single-handed. They must go to the grange for encouragement and assistance, and they will get it, too, for the grange has many wide-awake men and women who will gladly co-operate. The normal schools, too, and agricultural colleges must go to their aid, help lay out the grounds, perhaps construct some apparatus, teach new games, assist in conducting badge competition contests. Several of these institutions are already doing these things.

The most important factor in promoting play in the country is the Field Day and Play Festival, the great day of the year when the country schools of the district or township meet at some central point and pass the day in play. Since the first Field Day of this sort was started six years ago in New Paltz, N.Y., the idea has spread from ocean to ocean and it may be said that the Field Day and Play Festival has become an important rural institution in this country. This has been carefully described by the writer of this article in the little manual published by the Playground Association of America, *The Field Day and Play Picnic for Country Children*. Guided by this manual many of these occasions have been successfully administered in all parts of the United States.

The purpose of the discussion to this point has been to indicate the more obvious phases of the play propaganda in relation to these schools, to point out leads that may be followed up.

#### PRACTICAL EXPERIMENTS IN ORGANIZING RURAL-SCHOOL RECREATION

Six years ago the faculty of the State Normal School at New Paltz, N.Y., conceived the idea of holding Saturday conferences in neighboring country schools. Teachers, parents, and children were invited to attend and bring their lunches, and the local granges were always represented by some of their most influential members. The sessions were intensely practical, taking up such subjects as manual training, cooking, fruit farming, elementary agriculture in country schools, and so on, and finally came to the discussion of the physical and play life of country children. This aroused the greatest interest, and eventually resulted in the formation of the Country School Athletic League, organized to foster all kinds of clean athletics among country children, to teach them



A number of games like prisoner's base, captain's ball, and some relay races were written so clearly that anyone could understand them, illustrated with cuts, and published in a village paper, copies of which were sent broadcast throughout the country.

Circular letters giving lists of books on games and athletics, and other important particulars were sent to all teachers, and to further aid the play propaganda teachers from the normal school and students, too, went to country schools if asked to do so, to teach games, help with the badge competition contests, and assist at field days.

Individual schools were encouraged to have their own field days, and groups of three or four schools were urged to have an annual meet.

In furtherance of the play movement, the matter was presented by the normal-school principal at teachers' institutes, granges, and farmers' institutes by aid of the stereopticon and beautifully colored views. In one village a ladies' literary club was so impressed with the value of play for their children that they contributed a Giant Stride to the school.

Individual schools were encouraged to organize relay teams and teams to play prisoner's base, baseball, and other group games, and to compete with other schools. Great excitement prevailed one year when Pancake Hollow School challenged Butternut School to a match game of prisoner's base.

The climax of the year's activities came in June of every year, when all the schools were invited to a Play Festival held under the auspices of the normal school, as many as 4,000 people gathering to spend the day in the open air. This feature of the movement has been carefully described by the writer of this article in the above-mentioned manual, *The Field Day and Play Picnic for Country Children*.

A very important source of help to the promoters of this play movement, particularly of the Play Festivals, is the County Work Department of the Young Men's Christian Association. Indeed, most of the play propaganda in rural districts has been carried on under the County Work secretaries, and it is a splendid story we get from Ulster, Dutchess, Orange, and Rockland counties in New York State, from White River Junction in Vermont, and many other places where the Y.M.C.A. men are teaching and practicing the gospel of play among country boys.

At these field days the grounds were laid out for a variety of court games, and for archery, badminton, volley-ball, and tether-ball. Play-

ground slides, giant strides, merry-go-rounds, swings, teeter-totters, and other outdoor apparatus and appliances were conveniently placed about the grounds. There were also areas devoted to baseball and playground-ball, and many interesting games were taught

## ENTRANCE BLANK

ANNUAL FIELD DAY AND PLAY PICNIC OF THE COUNTRY SCHOOLS OF ULSTER CO., N.Y.

School.....Pupil's Name.....  
Pupil's age last Sept. 1.....Yrs.....Mos....Days Pupil's present weight\*

Check in this Column	80 lbs. Class (80 lbs. or less)	Check in this Column	95 lbs. Class (Not to Exceed 95 lbs.)
	50-yards dash		60-yards dash
	Running broad jump		Running high jump
	360-yards relay race		440-yards relay race
	115 lbs. Class (Not to Exceed 115 lbs.)		All Over 115 lbs. Class
	70-yards dash		100-yards dash
	8-lbs. shot-put		220-yards dash
	Running broad jump		12-lbs. shot-put
	880-yards relay race		Running high jump
			880-yards relay race

.....One-half mile run. ....One mile run. ....120-yards hurdle race.  
These events are open to any and all who hold buttons.

I also certify that this pupil's average in both scholarship and deportment is passing for the last quarter, or since Easter.

Date of filling this blank.....Principal

Check each event in which pupil wishes to enter. No pupil may enter in more than one (1) class, but may enter all events in that class. Pupil may not enter any class if his weight is in excess of the weight given for that class. All blanks must be in by June 1.

\* Pupil should be weighed in the light clothing in which he is to compete. Boys may run barefoot.

the visiting children by the students of the normal school and the children in the training school. A day nursery was provided for the babies and was equipped with comfortable beds, tables, blocks, and games, also a generous sand-pile. A competent nurse was in charge. Drinking-water and toilet facilities were carefully provided,

benches to accommodate 1,500 people were placed around the play areas, consisting of boards stretched across berry crates, and a large tent was devoted to checking hats, coats, and parcels. The accompanying blank may interest those who are investigating the practical details of managing a field day in the country.

Perhaps it is not too much to say that through properly supervised play and through a series of properly conceived and well-conducted festivals the civic and institutional life of an entire county or district, and the lives of many individuals of all ages, may be permanently quickened and inspired, the play movement thus making surely for greater contentment, cleaner morals, and more intense patriotism and righteousness on the farm lands and in the village populations of our country.

## VI. THE GENERAL PROBLEM OF THE RELATION OF THE RURAL SCHOOL TO COMMUNITY NEEDS—A SUMMARY

---

B. M. DAVIS

Professor of Agricultural Education, Miami University, Oxford, Ohio

---

The rural school of the early days, considering the needs of almost pioneer conditions, was efficient. It was efficient largely because it was closely linked with the life of the community in most of its interests. The men of the community turned out and together built the schoolhouse. The teacher was a member of the neighborhood group, literally living with them, for he generally spent part of the year in each home. Young men and women between the ages of sixteen and twenty-one attended the school. The weekly literary society and frequent "spelling-bees" contributed to the social life of the community with the school as the center.

Gradually the rural school has lost its hold upon the community. One by one the interests which brought the people and the school together have ceased. Along with these interests has disappeared much educational efficiency. But the traditions which grew up with the little one-room schoolhouse have persisted.

Not long ago the writer attended a mass meeting called for the purpose of considering the consolidation of a township system of schools. The meeting was held in a district schoolhouse which had been built some forty years ago. The house itself, with its much-mended walls, unjacketed stove, and general dilapidation, might have been regarded as a powerful argument for consolidation. The township was rich and prosperous, and conditions were apparently most favorable for the entire township to unite in securing a splendid consolidated school including a high school, in the place of several isolated struggling district schools and a one-room, one-teacher high school. Nearly all of the voting population of the district was present—an example of community interest. More men were assembled than had in years been brought together in this building for a common cause. But strange as it may seem, the common cause that brought them there was



to express an opposition to the proposed scheme. When one prosperous and influential farmer, a grandfather, stated that fifty years ago the district school was good enough for him, and that he could not see why it was not good enough for the children of today, there were many nods of approval. This man had, at considerable expense, been sending his grandchildren to the schools of a neighboring city, but somehow considered it his duty to venture out on a cold, wintry night to do his part in saving the district school.

This introduction contains nothing new, for everyone interested in rural education knows the situation. It is meant to emphasize two important considerations: one, that the success of the old-time rural school was not in its one room and one teacher, and the attention given to the three R's, but that its success was due rather to the hold it had upon the community. The other is the conservative attitude of the rural population toward any change affecting the present organization of the rural schools.

The problem of rural education is an important one. The Country Life Commission, that investigated almost everything concerning rural life, regarded the redirection of the rural schools as the most pressing need for the betterment of rural conditions. The findings of this committee simply add authority to what educators have long recognized. There is no difficulty in finding fault with the rural-school situation but there seems to be great difficulty in finding means to improve it. Various plans have been proposed and many readjustments have been undertaken, yet the general results are far from satisfactory.

Perhaps Professor E. C. Elliot was right in his conclusion that we do not yet really know what the rural-school problem is, and that the first step in solving the problem is to find it. Nevertheless the two points mentioned above are fairly clear. The practical question is how the community and the school may again be brought into closer union, and how the conservatism that has so hedged about rural education may be broken down.

The contributions in this *Yearbook* to the discussion of the "Rural School as a Community Center" indicate that neither phase of the question is beyond solution. After reading accounts of what is actually being accomplished, one is encouraged in taking a more hopeful view of the situation. The evident success in several directions at least points out the way for further progress.

The remarkable influence of the Agricultural High School of Baltimore County, Maryland, on the life of the county cannot, of course, be duplicated in every farming community, for the obvious reason that it is impossible to secure such an equipment and such teachers without first securing a different attitude of the rural voting population toward education. But the fact that this school exists and is doing so much for its community will make it easier to bring other communities to the point of establishing similar schools.

There are now at least seventy-two of these agricultural high schools in this country, and they are all reported as doing excellent work. The degree of their success seems to be in direct proportion to the service they are rendering not only to the pupils in attendance, but to the community as a whole. The farmer is conservative not only in educational affairs but in other matters as well. For this reason, demonstration farms are the most successful form of extension work. He thinks in terms of agriculture, and generally estimates his values of things in dollars and cents. When he has his milk tested by the boys in the public school and is shown that some of his cows are losing him money, he gets a new light on education and assumes a new attitude toward the public school. No argument is as powerful as a simple service like this.

The value of participation by the school in the industrial life of an agricultural community has lately come to be recognized by city superintendents of schools where a considerable number of farmer boys are in attendance. Thus in Stockton, California, a department of agriculture was organized at the beginning of the present year. A director who is an agricultural expert has charge. He is not expected to teach more than one-third of his time; the rest of his time is to be devoted to the "study of the agricultural problems at first hand throughout the farm area tributary to Stockton." He is to take up any agricultural problem at any time, go to the farm, and help find a solution. "By this means the farmer might be reached directly and made to feel that our agricultural high-school course was their course and that our director and teachers were willing and able both to educate boys and girls for profitable farm life and cope with economic problems troublesome and burdensome to them." Short courses are also offered to farmers and those interested in agriculture who cannot take the full course. This work is in co-operation with the State Agricultural

College. A course is offered to students who expect to be teachers with the view of providing the rural schools with teachers having a knowledge of, and sympathy with, farm life. Further aid is given the rural schools by a series of teachers' meetings and conferences with the director in charge. Joint institutes for teachers, farmers, and students are also planned. In addition to the experiment farm connected with the school, others are to be established in various parts of the adjacent farming country in co-operation with the State Agricultural Experiment Station, and also with the United States Department of Agriculture. In a similar manner the girls are provided for by means of suitable courses along the line of household arts.

Miss Field has shown by her work in the Page County (Iowa) schools the possibilities of improvement of the one-room type of school by bringing the school and community into closer touch. "Getting the people together" is the secret of her success. Few county superintendents have succeeded so well in an entire county system. But those who have succeeded have used similar methods, notably Cap E. Miller, Keokuk County (Iowa), Frank D. Joseph, Delaware County (Iowa), O. J. Kern, Winnebago County (Illinois), and a number of others.

One of the most important and far-reaching efforts for improving rural education has been through extension methods. Mr. Howe has given an excellent account of this work. Mention should be made of the fact that the movement, which (as he has described) has become statewide in Michigan, was initiated by him in Wexford County about three years ago.

The membership of boys' and girls' clubs was about 150,000 in 1909, and may be conservatively estimated at more than 300,000 in 1910. Plans are under way for introducing such clubs into several states not now having clubs. For example, the State Superintendent of Education of California strongly recommends their establishment in each county. In Kansas a new interest is being developed in boys' clubs by means of an organization known as the Rural Life Boy Scouts, following the general plan of the Boy Scouts of America. This organization is under the auspices of the Rural Educational Department of Kansas Agricultural College.

State Superintendent Bishop of Nebraska, co-operating with the State Agricultural College, has been particularly successful in giving the girls an equal opportunity with the boys in club contests and other

club activities. How his results have been accomplished will be read with interest because this form of school extension presents unusual difficulties.

The reaction of boys' and girls' clubs upon rural education has been very beneficial. The clubs have been the means of demonstrating that the school may have larger share in community affairs than merely giving formal instruction to children. They have broken down certain prejudices, have made it possible to introduce country-life subjects into schools, and are paving the way for a general redirection of rural education.

Rural-school libraries are unknown in many if not most places. Indeed the necessary textbooks are sometimes wanting. Not only are school libraries needed for the pupils themselves, but in districts remote from library facilities the school library should serve the community as well. Superintendent Graham has indicated how the needs of the school and the community may both be met by the school library. The difficulty lies in getting this work started. The average farmer reads little. He is not even familiar with the agricultural literature provided free of cost by the United States Department of Agriculture and by his own state experiment station. Few rural teachers know of these sources of information on country-life subjects. The possibilities for enriching rural life through use of books have not been realized except in a limited way. There are about twenty states with State Library Commissions through which traveling libraries are distributed. These reach many rural readers. Two years ago approximately 600,000 books were thus distributed. But this is a small number compared to the millions of people living in rural communities. There is need of some effective organization for making rural libraries available for schools and communities remote from library centers. Farmers and teachers need to know how books may be secured, and much discretion must be used in selecting books that will really be helpful. The farmer needs to read for help more than for entertainment. He is constantly confronted with problems that books may help him solve. It is even more important that the schools give the country boy a start in the use of books to help solve country-life problems. The country boy and the farmers' bulletins mentioned by Miss Field illustrate this point.

The average country-school property may be readily recognized

by the ugly prominence of its out-buildings and the neglect of its yard. The screens over the windows are marks of public indifference toward public property. Much of the vandalism resulting in defacing and injuring school buildings is due to an absence of a civic conscience. The time to arouse this conscience is in the school days, and the place is in the school, not by talking and lectures but by actual participation in material improvement. Superintendent Kern has probably done more to arouse an interest and pride in beautifying school property both indoors and out than any other man. His story of twelve years of work plainly indicates that the problem is by no means an easy one, but the results which he has secured show that such efforts are well worth while.

The use of the rural school as a recreation center offers possibilities for bringing the rural school and the rural community together that have as yet been little realized. It represents an extension of the playground movement into rural schools that is in its early stages of development, and promises to be an important factor not only in making the lives of the rural-school children better and happier, but in bringing the school and the homes into closer union. This form of social activity was started under the direction of the New Paltz (N.Y) State Normal School by Professor Scudder who was then president of the school. He has not only given an excellent general discussion of the educational value of the subject, but has furnished, at the request of the editor, a detailed account of just how the work was planned and carried out.

The agricultural high school, or country-life subjects taught in the high school, the better organization of county and township school systems, boys' and girls' agricultural clubs, school libraries, the beautifying of school grounds and buildings, encouragement of supervised play activities—all these bring the school and the community into closer relations. They furnish points of contact between the school and the community that are mutually helpful. The conservatism of the rural population towards any modification of existing school conditions disappears as soon as the old relation between school and community begins to be re-established. Getting started is the greatest difficulty. But a boys' corn club may be, as it often has been, a starting-point.

Students of rural education are generally agreed that the whole system must be redirected. One important factor in this redirection has been presented in the foregoing concrete instances of what is being

accomplished. These efforts may be regarded as the early stages of a redirected rural education. The problem of redirection is a difficult and complex one, with many factors. As has been said, the difficulties are more apparent than their solution. Lack of financial support, attitude of mind of the farming population due to lack of social contact, of self-culture and of public service, the increasing number of farm tenants (as high as 40 per cent in Ohio), poorly trained teachers, and inadequate school equipment are some of the initial difficulties in the way of general redirection.

Such work as has been described in this *Yearbook* furnishes excellent concrete data for further study of the problem. The secret of success of the work described seems to have been in bringing the school into touch with the community at as many points as possible, and by having the school relate itself to some form of helpful work that may be appreciated by the community. But what elements have these various activities in common that may be combined into a school organization best adapted to rural needs? To answer this question more data are needed, and with these data as a basis the whole problem of redirecting rural education may be investigated in a thoroughly scientific manner.

## BIBLIOGRAPHY

Prepared by the Bureau of Education, Washington, D.C.

### CITY AND RURAL SCHOOLS AS SOCIAL CENTERS

- ANDREWS, FANNIE F. "Parents' Associations and the Public Schools," *Charities and the Commons*, 17:335-44, November 24, 1906.
- BARNUM, MRS. O. SHEPARD. "Women's Work in the Socialization of the Schools," in *National Education Association, Journal of Proceedings and Addresses* (1908), 1231-36.  
Discussion, pp. 1237-38.
- BRIDGMAN, L. B. Cf. partial list of references concerning the socialization of the public schools. *Western Journal of Education*, 10:222-23, March, 1905.
- BUCK, WINIFRED. "Work and Play in the Public Schools," *Outlook*, 80:725-32, July 22, 1905.
- BUCKLEY, WILLIAM L. "School as a Social Center," *Charities*, 15:76-78, October 7, 1905.
- BURNS, ROBERT L. "Schools as Community Centers," *Pennsylvania School Journal*, 57:490-92, May, 1909.  
Parents' day, Philadelphia schools, p. 491.
- BUTTERFIELD, KENYON LEECH. "Neighborhood Co-operation in School Life—'The Hesperia movement,'" *Review of Reviews*, 23:443-46, April, 1901.  
Also in *Western Journal of Education*, 6:12-15, June, 1901.
- CARLTON, FRANK T. "The School as a Factor in Industrial and Social Problems," *Education*, 24:74-80, October, 1903.  
[Chicago, Ill., Board of Education, sets aside \$10,000 for the establishment of social centers in public-school buildings.] *American School Board Journal*, 41:17, September, 1910.  
Near bottom of last column.
- Conference for the Study of the Problems of Rural Life, 2d, Charlottesville, Va., 1909. Addresses. [Charlottesville, The Michie Company, printers, 1909.] 98 pp., 8vo.
- COTTON, FASSETT A. "Country Life and the Country School," *School and Home Education*, 28:90-94, November, 1908.  
"On Saturdays and during summer vacation the boys and girls could study scientific farming, cooking, and sewing."

CROSBY, DICK J. "How May the Rural Schools Be More Closely Related to the Life and Needs of the People?" in *National Education Association, Journal of Proceedings and Addresses* (1909), 969-71.

Discussion, pp. 971-74.

DEWEY, JOHN. "The School as a Social Center," in *National Education Association, Journal of Proceedings and Addresses* (1902), 373-83.

ELIOT, C. W. "Full Utilization of a Public School Plant," in *National Education Association, Journal of Proceedings and Addresses* (1903), 241-47.

GRISWOLD, F. K. "Open Schoolhouse; Its Part in the Vacation of the Stay-at-Home," *Elementary School Teacher*, 9:517-19, June, 1909.

HEWITT, W. C. "An Ideal District School," *Western Journal of Education* (Mich.), 1:159-60, April, 1908.

With gymnasium and workshop. Joint district No. 1.

HOCKENBERRY, JOHN C. "Economic and Social Conditions of the Present-Day Rural Communities," in his *Rural School in the United States* (Westfield, Mass., the author, 1908), 8-17.

JOYNER, JAMES GADKIN. "The Adjustment of the Rural School to the Conditions of Rural Life as Observed in the Rural Schools of Page County, Iowa," in *Conference for Education in the South, Proceedings* (1910), 69-76. Also in *North Carolina Education*, 4:4-5, June, 1910.

KNAPP, SEAMAN A. "What Can the Teacher Do for the Improvement of Rural Conditions?" in *North Carolina Teachers' Assembly, Proceedings and Addresses* (1909) (Raleigh, N.C., Edwards & Broughton Printing Co., 1909), 116-30.

League of Civic Clubs, Rochester, N.Y. *Rochester Social Centers and Civic Clubs; Story of the First Two Years*. [Rochester], pub. by the League of Civic Clubs, 1909. 123 pp., 8vo.

Publishes also a monthly periodical called the *Common Ground*.

MOWRY, DUANE. "Use of School Buildings for Other than School Purposes," *Education*, 29:92-96, October, 1908.

NELIGH, CLARA D. "The School as a Social and Industrial Center," *Southern Workman*, 36:604-12, November, 1907.

PAULDING, J. K. "Public School as Center of Community Life," *Educational Review*, 15:147-54, February, 1898.

[The Pensacola play-school], *Playground*, 4:54, May, 1910.

PERRY, CLARENCE A. "Public Lectures in School Buildings," *New York City, Department of Child Hygiene of the Russell Sage Foundation* [1910], 57 pp., 8vo. ([Russell Sage Foundation. Department of Child Hygiene. Pamphlet] No. 52.) References, p. 27.



- PERRY, CLARENCE A. "The Wider Use of the School Plant," *New York City, Department of Child Hygiene of the Russell Sage Foundation* [1910]. ([Russell Sage Foundation. Department of Child Hygiene. Pamphlet] No. 51.)
- RILEY, THOMAS JAMES. "Increased Use of Public-School Property," *American Journal of Sociology*, 11:655-62, March, 1906.
- Rochester Social Centers and Civic Clubs. *School Progress*, 1:29-30, November, 1909.
- The men's and women's civic clubs use the public schoolhouses for their meetings. School buildings are open every week-day evening, boys', girls', men's, and women's clubs using them.
- SCOTT, COLIN A. "The Influence of Kindergarten Methods on the Socialization of the School," *Pedagogical Seminary*, 16:550-56, December, 1909.
- "Social Centers in Columbus (O.) Schools," *Survey*, 23:696-97, February 12, 1910.
- SPARGO, JOHN. "Social Service of a City School," *Craftsman*, 10:605-13.
- WARD, EDWARD J. "The Rochester Social Centers. Playground Association," *Proceedings*, 3:387-95, January, 1910.
- . "The Little Red School House," *Survey*, 22:640-49, August 7, 1909.
- WESTON, O. E. "Public School as a Social Center," *Elementary School Teacher*, 6:108-16, October, 1905.
- WILSON, HOWARD L. "Some Economic and Social Aspects of the Rural School Problem," *American Education*, 10:439-46, March, 1907.
- YERKES, HELEN K. "Social Centers," *Playground*, 2:14-18, December, 1908. (Illus.)

"Every principal was granted by the Board of Education the right to use the school building for the work [of the Home and School associations]."

## ADDITIONAL REFERENCES ON RURAL EDUCATION

COMPILED BY THE EDITOR

The following references have been selected chiefly from recent literature on rural education. No attempt is made to include all or even a considerable part of this literature.

- "Report of the Committee of Twelve on Rural Schools," *Proceedings of the National Education Association* (1897).
- "Report of the Committee on Industrial Education in Schools for Rural Communities" (Publications of the National Education Association), *Report of Special Committee* (1905), 87.
- , Supplementary Report, *Proceedings of National Education Association* (1907), 409-46.
- , Second Report, *ibid.* (1908), 385-448.
- BAILEY, L. H., *et al.*, "Social and Service Association; Education by Means of Agriculture," *Cyclopedia of American Agriculture*, Vol. IV. New York: Macmillan (1909), 276-477.
- BURRUSS, JULIAN A., "The Industrial Factor in Public Education of the South," *Southern Educational Review*, Vol. V (1908), 163-76.
- BUTTERFIELD, KENYON L., *Chapters in Rural Progress*. Chicago: The University Press (1908), 251.
- COULTER, STANLEY, "The Rural Community and the Library," *Public Libraries*, 16:1-6, 1911.
- CROSBY, D. J., "Boys' Agricultural Clubs," U.S. Department of Agriculture, *Yearbook for 1904*, 489-96.
- CROSBY, D. J., "Progress in Agricultural Education, 1909," *ibid.*, Reprint from *Annual Report of the Office of Experiment Stations* (1909), 251-325.
- DAVENPORT, E., *Education for Efficiency*. Boston: D. C. Heath & Co. (1909), 184.
- DAVIS, B. M., "Agricultural Education: Various Agencies Contributing to Its Recent Development," *Elementary School Teacher*. A series of fourteen articles beginning with Vol. X, No. 3 (1909).
- ELLIOT, E. C., "Some Problems of the Rural School Situation," *Atlantic School Journal*. A series of four articles beginning with Vol. IV, No. 6 (1909).
- HAYES, WILLET M., "Education for Country Life," U.S. Department of Agriculture, Office of Experiment Stations, Circular 84 (1909), 40.

- HIATT, EDWARD, *Opportunity for the California High School: Industrial and Agricultural Education*, California State Department of Education, Special Bulletin (July, 1910), 21.
- HOBART, FRANCES, "The Farmer, His Book and His Heart," *Public Libraries*, 16:6-9, 1911.
- HOWE, F. W., "Boys' and Girls' Clubs," *ibid.*, Farmer's Bulletin, No. 385 (1910), 23.
- JEWELL, JAMES R., *Agricultural Education, Including Nature-Study and School Gardens*, U.S. Bureau of Education, Bulletin 2 (1907, revised 1909), 148.
- KERN, O. J., *Among Country Schools*. Boston: Ginn & Co., 366.
- KEYSER, VAL., AND BISHOP, E. C., *Nebraska Boys' and Girls' Association State Contest and Convention*. Lincoln, Neb., University of Nebraska, Bulletin Series XIV, No. 12 (1909), 20.
- KNORR, GEORGE W., *Consolidated Rural Schools and Organization of a County System*, U.S. Department of Agriculture, Office of Experiment Stations, Bulletin 232 (1910), 99.
- MAIN, JOSIAH, "Educational Agriculture." Hays, Kan.: *Western Normal School Bulletin*, Vol. II, No. 3 (1910), 74.
- MCBAIRD, H. L., "Community Service and the Public Schools," *The Virginia Journal of Education*, Vol. I (1909), 1-6.
- SCUDDER, MYRON T., *The Field Day and Play Picnic for Country Schools*. Publications of Playground Association of America.
- Soule, A. M., "Work of the Agricultural School in the Scheme of State Education," *Southern Educational Review*, Vol. V (1908), 176-87.
- TRUE, A. C., AND CROSBY, D. J., *The American System of Agricultural Education*, U.S. Department of Agriculture, Office of Experiment Stations, Circular 83 (1909), 27.

## CONSTITUTION<sup>1</sup>

(Revision Proposed by the Executive Committee and Adopted in Chicago,  
February, 1909)

ARTICLE I. *Name*.—The name of this Society shall be "National Society for the Study of Education."

ART. II. *Object*.—Its purposes are to carry on the investigation and to promote the discussion of educational problems.

ART. III. *Membership*.—Section 1. There shall be three classes of members—active, associate, and honorary.

Sec. 2. Any person who is desirous of promoting the purposes of this Society is eligible to active membership and shall become a member on approval of the Executive Committee.

Sec. 3. Active members shall be entitled to hold office, to vote, and to participate in discussion.

Sec. 4. Associate members shall receive the publications of the Society, and may attend its meetings, but shall not be entitled to hold office, or to vote, or to take part in discussion.

Sec. 5. Honorary members shall be entitled to all the privileges of active members, with the exception of voting and holding office, and shall be exempt from the payment of dues.

A person may be elected to honorary membership by vote of the Society on nomination by the Executive Committee.

Sec. 6. The names of the active and honorary members shall be printed in the *Yearbook*.

Sec. 7. The annual dues for active members shall be \$2.00 and for associate members \$1.00.

<sup>1</sup>In Part I of the 1910 (Ninth) *Yearbook*, on p. 109, is printed a constitution headed "Revision Proposed by the Executive Committee." It differs from the Constitution adopted in Chicago in two places, namely:

Art. III, sec. 2. The clause "and shall become a member on approval of the Executive Committee" is omitted.

Art. III, sec. 7. The annual dues for active members is stated as \$3.00 instead of \$2.00.

The present secretary was officially informed that this Constitution printed in the back of the 1910 *Yearbook* was adopted at Indianapolis. On this basis he sent statements to active members for \$3.00 dues for 1911. Since then, the question has been raised concerning the adoption of this revision at Indianapolis. If it was not adopted the active dues for 1911 should be \$2.00.

ART. IV. *Officers and Committees.*—Section 1. The officers of this Society shall be a president, a vice-president, a secretary-treasurer, an Executive Committee, and a Board of Trustees.

Sec. 2. The Executive Committee shall consist of the president and four other members of the Society.

Sec. 3. The president, vice-president, and secretary-treasurer shall serve for a term of one year. The other members of the Executive Committee shall serve for four years, one to be elected by the Society each year.

Sec. 4. The Executive Committee shall have general charge of the work of the Society, shall appoint the secretary-treasurer, and may, at its discretion, appoint an editor of the *Yearbook*.

Sec. 5. A Board of Trustees consisting of three members shall be elected by the Society for a term of three years, one to be elected each year.

The Board of Trustees shall be the custodian of the property of the Society, shall have power to make contracts, and shall audit all accounts of the Society and make an annual financial report.

Sec. 6. The method of electing officers shall be determined by the Society.

ART. V. *Publications.*—The Society shall publish *The Yearbook of the National Society for the Study of Education* and such supplements as the Executive Committee may provide for.

ART. VI. *Meetings.*—The Society shall hold its annual meetings at the time and place of the Department of Superintendence of the National Education Association. Other meetings may be held when authorized by the Society or by the Executive Committee.

ART. VII. *Amendments.*—This constitution may be amended at any annual meeting by a vote of two-thirds of voting members present.

## MINUTES OF THE MEETING OF THE NATIONAL SOCIETY FOR THE STUDY OF EDUCATION

HELD IN ASSEMBLY HALL OF CLAYPOOL HOTEL, EIGHT O'CLOCK, MONDAY  
EVENING, FEBRUARY 28, 1910

*President McKenny in the Chair*  
*J. Stanley Brown, Temporary Secretary*

The author of the *Yearbook*, Dr. Thomas Denison Wood, presented a clear, incisive résumé of the book, which called forth a large number of questions from a score of members. Among those who participated in the questions and discussions which followed Dr. Wood's introduction, were Dr. Helen C. Putnam, of Providence, R.I.; Dr. Ida C. Bender, Buffalo, N.Y.; Principal Grace Reed, of Chicago, and others.

Dr. Henry Suzzallo of Columbia University gathered up the threads of the discussion in an admirable fifteen minutes' address at the close of the meeting. The meeting was attended by about two hundred, and exhibited a goodly amount of enthusiasm. Before adjournment, the president appointed H. E. Kratz, Calumet, Mich.; Henry Suzzallo, Columbia University, N.Y.; John Kirk, Missouri; David Felmley, Illinois, and F. E. Farrington, of Texas, to act as nominating committee. The meeting then adjourned to come together again at four o'clock, March 2, in the Club Room of the Claypool Hotel.

After the reading of the minutes and their approval, the new members were voted upon, and Mr. Miller, representing the University of Chicago Press, made a statement of the financial condition of the society. On motion of Mr. Farrington, a new list of members, including all up to the date of its making, is to be made and incorporated in the present *Yearbook* and sent to all of the active members of the society. It was agreed that the policy of the society touching the number and contents of the yearbooks be committed to the Executive Committee.

By motion the Board of Trustees was empowered to make a contract with the Teachers College of Columbia University for the provision of one thousand copies of the *Yearbook*.

The Executive Committee elected as permanent secretary and treasurer Mr. Samuel Chester Parker of the University of Chicago, and on motion the president and secretary were authorized to secure an editorial committee for the *Tenth Yearbook*, and to take steps to issue Part Two of the *Ninth Yearbook*.

The committee on nominations reported for officers for the year 1910-11:

*For President*, C. F. Carroll, Rochester, N.Y.

*For member of Executive Committee to succeed Mr. Carroll*, President Charles McKenny, Milwaukee, Wis.

*For Trustee for three years*, Mr. M. J. Holmes, Normal, Ill.

*For Trustee for two years*, Dr. Charles H. Judd, University of Chicago.

The report of this committee was accepted, and the nominees duly elected.

CHARLES MCKENNY, *President*

J. STANLEY BROWN, *Secretary-Treasurer*



















UNIVERSAL  
LIBRARY



136 859

UNIVERSAL  
LIBRARY